DOCUMENT RESUME

ED 182 672 CG 014 214

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TITLE	Helping Young Adults Make the School-to-Work Transition. Module 38.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Mar 79
NOTE	152p.; For related document see CG 014 215
AVAILABLE FROM	National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Curriculum Design; *Educational Alternatives; Educational Programs; Guidance Personnel; Guidance Services; *Program Planning; *School Community Relationship; *School Industry Relationship; Secondary Education; *Vocational Adjustment
IDENTIFIERS	*School to Work Transition

ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance, community members representing business and industry, and pre-service graduate students. The goal of this module is to help participants: (1) identify student competencies through analyses of curriculum offerings; (2) prepare alternative learning activities using community resources; and (3) plan a program to assist young adults on their transition from school to work. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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HELPING YOUNG ADULTS MAKE THE SCHOOL-TO-WORK TRANSITION

Module 38

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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March 1979

CG 014214

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

ISBN 0-89785-635-X

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

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COORDINATOR'S GUIDE

MODULE OUTLINE

Approximate Time	Activity	Objective(s)
30 minutes	Introduction: Getting Acquainted, Module overview, Module Goal and Objectives; Pre-assessment	
60 minutes	Text on The Nature of Youth Employment and Unemployment; Activity on reasons or factors and Activity on preparing a rationale	1
60 minutes	Text on Competencies Young Adults Need; Activity on why they should be included in the curriculum and an activity on where and when they might be introduced	2
90 minutes	Text on Programs and Processes that Facilitate the Transition From School-To-Work; Activity on advantages of a multiple approach; Activity on current programs and processes; and Activity on current program weaknesses	3
45 minutes	Text on Community Resources as Instructional Alternatives; an Activity of listing curricular areas, reasons they should use community resources, identifying community resources and suggesting strategies that might be used.	4
45 minutes	Completing a plan for identifying and implementing changes.	5
30 minutes	Summary and Post-assessment activities	

INTRODUCTION

This Module is designed for four groups of participants: (1) local school personnel, including teachers, counselors, work experience coordinators, and administrators or managers; (2) school district personnel concerned with curriculum changes and/or community liasons; (3) community members representing organizations, business and industry; and (4) students enrolled at the graduate level in teacher, counselor or administration certification programs. The task addressed is "How can the responsible adults within the students' environment work together to design a system that will help young adults make a successful transition from school-to-work?"

Population

It has long been recognized that "traditional approaches to assisting youth in planning for the world-of-work have been deficient in student impact." (Campbell: 1971). A more recent study said, "Students emphasize three areas in which the need for information and guidance is greatest: assistance in planning for their futures, including work and further education; . . .'There is a serious lack of coordination between in-school and out-of-school resources that serve youth, and between the schools and the private sector.' (Olson: 79:9). Professional leaders have recommended program re-organization,

Current Program Deficiency

closer alliance between counselor (teacher and administrator) education and practice, reduction of time lag in program adoption of research findings, more social relevance, more public support, evaluation systems to judge the effectiveness of systems, student behavioral objectives for career development program planning and more effective impact on target populations." (Campbell: 1971).

Professionals agree that something should be done, but there is little agreement on what that "something" should be. In selecting appropriate content and activities for this Module, the prime determiners have been (1) to provide a system that will reach the majority of students in making the transition from school-to-work and (2) to provide skills which can be utilized within the established system to make needed and desired changes.

Module Purpose

Section 1 addresses the nature of the problem of youth employment. To begin to understand the comprehensiveness of the problem as it exists in our world is to also become aware of the importance of making changes in the young adult's preparation for the world of work.

Section 1

Before making any changes it is first necessary to identify what is needed for the student to be successful in the transition from school-to-work.

Section 2

Section 2 identifies sets of competencies which have been delineated and categorized for the purpose of planning changes.

Section 3 looks at the total curriculum of a school to analyze what competencies are currently being offered through the curriculum and to identify major areas of weakness that need to be added to or revised. Section 3

It may not be possible for the school to totally fill the needs of a student making the transition from school-to-work. Section 4 looks at some alternative resources in the community which can be utilized to deliver needed competencies. Processes for using community resources within the curriculum are identified. Section 4

Section 5 assists you in preparing a plan to put it all together. To change an entire education system is virtually impossible on a small scale. Section 5 addresses a plan for individuals within a school to make revisions and changes within the system which will significantly effect the lives of the students at that school. Section 5

The selected components within this Module follow an accepted systems approach, viz., needs data,

student competencies, current program assessment, community resources as alternative solutions and plan completion. The system design in this Module is for the majority of students and, therefore, may need modifications to address exceptional populations, e.g., handicapped, disadvantaged, dropouts, etc. The design also provides a close alliance between the exercises and the actual process you are to use at your school or work site.

Systems Approach

Applicability to real situation

MODULE GOAL

The goal of this module is tc provide you, the workshop participant, with knowledge and experience in: (1) stating a rationale for creating a program to assist young adults in the transition from school-to-work; (2) employing student competencies and reasons for their importance to plan where and when they can best be learned; (3) using knowledges of curriculum functions and available programs/processes currently in operation in your work setting to analyze the curriculum offerings associated with desired student school-to-work competencies; (4) using knowledge of community resources and strategies in preparing a plan of alternative learning activities; and (5) planning a program to assist young adults in their transition from school-to-work.

This module is designed for four groups of participants: (1) local school personnel, including teachers, counselors, work experience coordinators and administrators or managers; (2) school district personnel concerned with curriculum changes and/or community liaisons; (3) community members representing organizations, business and industry; and (4) students enrolled at the graduate level in teacher, counselor or administration certification programs. Ideally, a team of two or more from the same school site might benefit more by working together to produce a comprehensive and detailed plan to help the young adults in their community.

MODULE OBJECTIVES

On successful completion of this module, the participant will be able to:

1. State a rationale for creating a program or system for assisting students in your school in the transition of school-to-work.

2. Employ student competencies and reasons for their importance to plan where and when the competencies can best be learned in the school/work setting.

3. Use knowledges of curriculum functions and available programs/processes currently in operation in your work setting to analyze the curriculum offerings associated with desired student school-to-work competencies.

4. Use knowledges of community resources and strategies in preparing a plan of alternative learning activities for selected curricular areas for your work situation.

5. Use the content of the four (4) previous sections to develop for your work site a plan for identifying and implementing changes necessary to create a program to assist students (and young adults) in their transition from school-to-work.

SECTION 1

HELPING YOUNG ADULTS MAKE THE SCHOOL-TO-WORK TRANSITION:

THE NATURE OF YOUTH EMPLOYMENT AND UNEMPLOYMENT

When you have finished this Section you will state a rationale for creating a program or system for assisting students in your school in the transition of school-to-work and will identify reasons for the unemployment and underemployment of young adults.

Many authorities, reports, and statistics have documented the problems that are associated with the transition from school-to-the-world-of-work. (See bibliography). The most visible symptom of that set of problems is youth unemployment. Youth unemployment is a cause of major concern in many communities and especially in large cities. As you work through the first objective of this module you will learn more about the factors and circumstances which make the transition from school to work difficult for young adults, will understand the nature of youth employment and unemployment and will acquire a knowledge of your role in helping young adults make the transition from school to the world of work.

Youth Unemployment

Activity 1.1 will help you to consider youth employment and unemployment from the perspective of your personal experience and acquaintances. You will also have the opportunity to combine your experiences and

knowledge with the other members of your group. You should remember, though, when you and the other participants compile your individual knowledge and experiences about youth employment, you are dealing with a very limited sample of data. However, your present knowledge plus the knowledge of your colleagues, plus the content contained in this module should help you to increase your assessment and knowledge of youth employment, underemployment, and unemployment.

Working Together

ACTIVITY 1.1

WHO DO YOU KNOW THAT . . . ?

This activity is designed to bring to your awareness factors and/or reasons for the young adult's (ages 17-22) unemployment and underemployment. You will identify students you know and will try to recognize reasons why they are unemployed or underemployed.

Directions: You are to complete the following by writing in the first names or initials of students you know who are in the following categories.

Category	Name or Initials
1. Employed part time and going to school	Female _____
	Male _____
2. Employed full time and going to school	Female _____
	Male _____
3. Employed part time and not going to school	Female _____
	Male _____
4. Underemployed (Trained or skilled in an occupational area but working in another unrelated job because s/he cannot find work in her/his area of training and qualifications.)	Female _____
	Male _____
5. Unemployed (Not working but actively seeking employment)	Female _____
	Male _____
6. Unemployed (Not working and not seeking employment)	Female _____
	Male _____

ACTIVITY 1.2

Directions: Now consider the individuals that you have listed in categories 4 and 5 above. Enter their names or initials in the spaces below and then list the reasons or factors that might have contributed to the unemployment or underemployment status of these individuals.

4. Underemployment

Female _____

Reasons or Factors: 1._____

2._____

3._____

4._____

5._____

Male _____

Reasons or Factors: 1._____

2._____

3._____

4._____

5._____

5. Unemployment

Female _____

Reasons or Factors: 1._____

2._____

3._____

4._____

5._____

Male _____

Reasons or Factors: 1._____

2._____

3._____

4._____

5._____

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After you have finished, the Coordinator will lead a 10 minute discussion so that participants can share the reasons/factors they have listed. You are to add to your list for both the underemployed (4) and the unemployed (5).

You are now aware of factors or reasons that might cause young adults difficulty in making the transition from school-to-work in finding employment or in finding employment that matches their training and qualifications. By sharing your responses with other participants, your list of factors has broadened. To further add to your base, you are to read the following sections which will provide more specific information.

Directions: Please read the following. Feel free to make notations, underline words or phrases as this manual is yours.

FACTORS IN SCHOOL-TO-WORK TRANSITION

Most young people want to work after they have acquired a certain amount of education or have finished a certain level of "schooling." It is a very natural thing to do. Working or obtaining a job is an indication that one is approaching adulthood. It is often the most visible sign of self achievement, and in some cases, self identity. Finally, working provides the means of supporting oneself and one's family, or at least it provides the security to enable one to consider the option of starting a family unit.

Self Achievement

Work/Self Identity

Financial Support

Security

However, despite obvious advantages, social observers have described a number of factors in our present society which appear to make it difficult for young adults to move from the relatively sheltered school environment to that more life-like world-of-work. James Coleman (1973) has said that our schools are similar to cocoons in which we keep our young people in isolation from the real world. We then expect them to emerge as full-fledged productive citizens to take their place in our communities. Alvin Toffler (1974) suggests that our schools and universities have maintained a false distinction between working and learning. In doing this, they have not only divorced theory from practice, but they have deprived our communities of energies that might be channeled into socially useful action.

School are like Cocoons

False Distinction

In a recent study of education-to-work linkages, the College Entrance Examination Board (CEEB) identified several factors in the education-work "dysfunction." The first is the different roles our society has assigned the school and the workplace. CEEB claims that the main function of the school is to produce individuals who can perform well in a variety of roles: parent, citizen, worker, and consumer. However, the school's main focus is on the individual. On the other hand, the product of the workplace is a societal benefit, material, or service. The individual (the worker) is but one of many components that function in concert with other workers, with capital, equipment,

Main Function of School

and raw materials to turn out a product.

Different Language

Second, the "language" of the school is different from the workplace. School people deal in courses and subject areas, and report achievement in terms of grades which often differ from school to school. The language of the workplace deals with goods or services and achievement is reported in terms of units of goods or services produced, profits earned, or wages received.

Educators Lack Experience

Third, many school people have not had extensive experience in the world of work, therefore, are reluctant to tackle the task of helping young adults understand and prepare for the options and opportunities available in that world. They say it is relegated to work experience or other areas, when in reality, school curricula addresses preparation for the world-of-work superficially, if at all.

Restricting Laws

Finally, many existing laws and regulations at all levels make it somewhat difficult to acquire work-experience--one of the most important pre-requisites to most meaningful employment opportunities.

YOUTH UNEMPLOYMENT AND UNDEREMPLOYMENT

Willard Wirtz

Given the above factors and the circumstances, it is not surprising that young adults experience difficulty in making the transition to the world-of-work, nor is it surprising to find a high rate of unemployment among young people. Willard Wirtz and his

colleagues have provided considerable information about youth unemployment in The Boundless Resource. For example, more than one third of all reported unemployment in this country is among 16-21 year olds, even though they make up one-seventh of the work force. The overall youth unemployment rate is 20%, but it is at the 40% level for those who are young and black, Chicano, Puerto Rican, or Native American. In spite of various social-employment programs such as Job Corp, CETA, and others, youth unemployment has increased approximately 12% over the past ten years.

There has been considerable speculation and study of the causes of youth unemployment. From all indications, the causes for this condition may be distributed widely.

Schools:

- have not included instruction in employability skills as a part of the basic educational curriculum.
- have not provided all students with the opportunity to assess their work-related interests, aptitudes, and talents.
- have not provided all students with the opportunity to participate in paid or unpaid work-experience prior to graduation.
- have not insured that all students have developed a career plan with short and long range objectives and options.
- have not provided students with accurate, reliable up-to-date information about job and educational opportunities.
- have not instructed basic skills in applying for, obtaining, and keeping employment as a requirement for graduation.

Schools

Parents:

- have not generally helped their children explore the world-of-work.
- have not systematically encouraged the development of values, habits, and attitudes within children which are required in the world-of-work.
- have tried to force their own work values or aspirations on their children.

Parents

The community (including the business-labor-government community):

- has often enacted laws or regulations which hinder young adults from obtaining employment.
- has often placed young adults seeking their first job at a disadvantage by placing undue emphasis on prior experience.
- has generally been critical of the young adults who seek employment, but has not communicated the specific kinds of skills, attitudes, and attributes needed by young people when they seek employment.

Community

It is undoubtedly true that youth unemployment has caught our society's attention. However, if we are to completely understand the choices and decisions faced by young people as they move from schooling to working, we must also understand youth underemployment and youth employment.

Youth underemployment is most visible when people who have trained as teachers must work as waiters and individuals with Ph.D.'s end up driving cabs in order to make a living. These visible signs of underemployment are verified by such authorities as Myron Chase, past President of the Society for Advancement and Management, who estimates that <u>80% of all workers in America are underemployed</u>. If this estimate is true,

Under-Employment

80% of all workers are under-employed

it is quite appalling to think of the creativity and productivity that is lost to our society through this inability to recognize and use the potential of our work force, especially its youthful segment.

EMPLOYMENT PATTERNS OF YOUNG ADULTS

Even though youth unemployment is increasing, youth employment is also increasing. Between 1960 and 1970, youth employment rose by 49%, exceeding the 41% increase in teenage population, and greatly exceeding the 20% increase in total employment. A Bureau of Labor Statistics survey in 1972 shows that almost 40% of 16 to 19 year-old boys and girls who are in school are either working or looking for work, in most cases, part time jobs. A similar survey of young people themselves shows even more work activity, at percentages between 50% and 60%. These figures are markedly higher, especially for girls, than they were ten to fifteen years ago.

Willard Wirtz labels the process of going to school and working (or trying to) at the same time "star-lighting." This process is significant for at least two reasons: First, since young people are combining working and learning, this process could be enhanced or strengthened so that they understand the relationship between education and work thereby increasing the motivation and ability to achieve in both areas. Second, this process places a greater responsibility

Star lighting

for the institutions of learning and the work places within a given community to communicate and to work together to identify and to reduce the problems that young people face in moving from school to the world of work.

THE ROLE OF EDUCATORS

Let's look at the ways school personnel, especially counselors, can carry out their responsibilities for helping young people make the transition from school to the world-of-work.

In the opening activity, you identified young adults (17-22 years old) that you knew who were either unemployed or underemployed. You also listed reasons or factors which might have caused these individuals to be unemployed or underemployed.

ACTIVITY 1.3

Directions: Refer back to Activity 1.2 to the list of factors for each of the students you identified that was underemployed and unemployed. Refer also to the text. Using the factors and/or the content presented in this section, you are to write a rationale for creating a program and/or system of activities for assisting young adults in the transition from school-to-work.

There are many things that school people can do by themselves to prevent or overcome the factors that contribute to youth unemployment or underemployment. These include: (1) showing and demonstrating the relationship between academic content and skills and the information and skills used in the world of work; (2) teaching employability skills and attitudes; (3) providing assistance in career planning and decision making; (4) and helping young people with the opportunity to acquire job seeking, finding, and keeping skills.

Schools Can Do

School personnel can accomplish even more in concert with community members and organizations, and parents. The next sections of this module will provide you with information about a variety of existing programs, practices, and resources which may be used to help young people make the transition from school to the world of work. You will also acquire the skills needed to plan such programs for a given school or population.

SUMMARY

In this section, you acquired information about the factors which make the transition from school to the world of work a difficult one for young adults; you identified and verified factors which contribute to their unemployment and underemployment; and you completed a tentative rationale you can use in

persuading significant others of the necessity to create a program or system that will reduce youth underemployment and unemployment.

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SECTION 2

COMPETENCIES YOUNG ADULTS NEED FOR THE TRANSITION FROM SCHOOL TO WORK

The transition from school to part-time or full-time employment is a process experienced by most young adults. The time-of-transition might be the time of leaving or graduation from a secondary school, a college, a university or a private trade or professional school. The work might be part-time or full-time and the actual job might match the young adult's acquired skills or might be in an unrelated area. The employment seekers for the most part need some assistance in their quest for gainful work that best matches their qualifications. Before activities or programs can be designed and/or assessed, the competencies (knowledge, skill, attutudes) must be delineated.

When you have finished this section you will be able to employ student competences and reasons for their importance to plan where and when the competencies can best be learned in the work setting.

This chapter is concerned with what competencies should be acquired. Competencies "are developed attitudes, knowledges or skills that are observable, that can be transferred from learning situations to real

Deficiency of competency

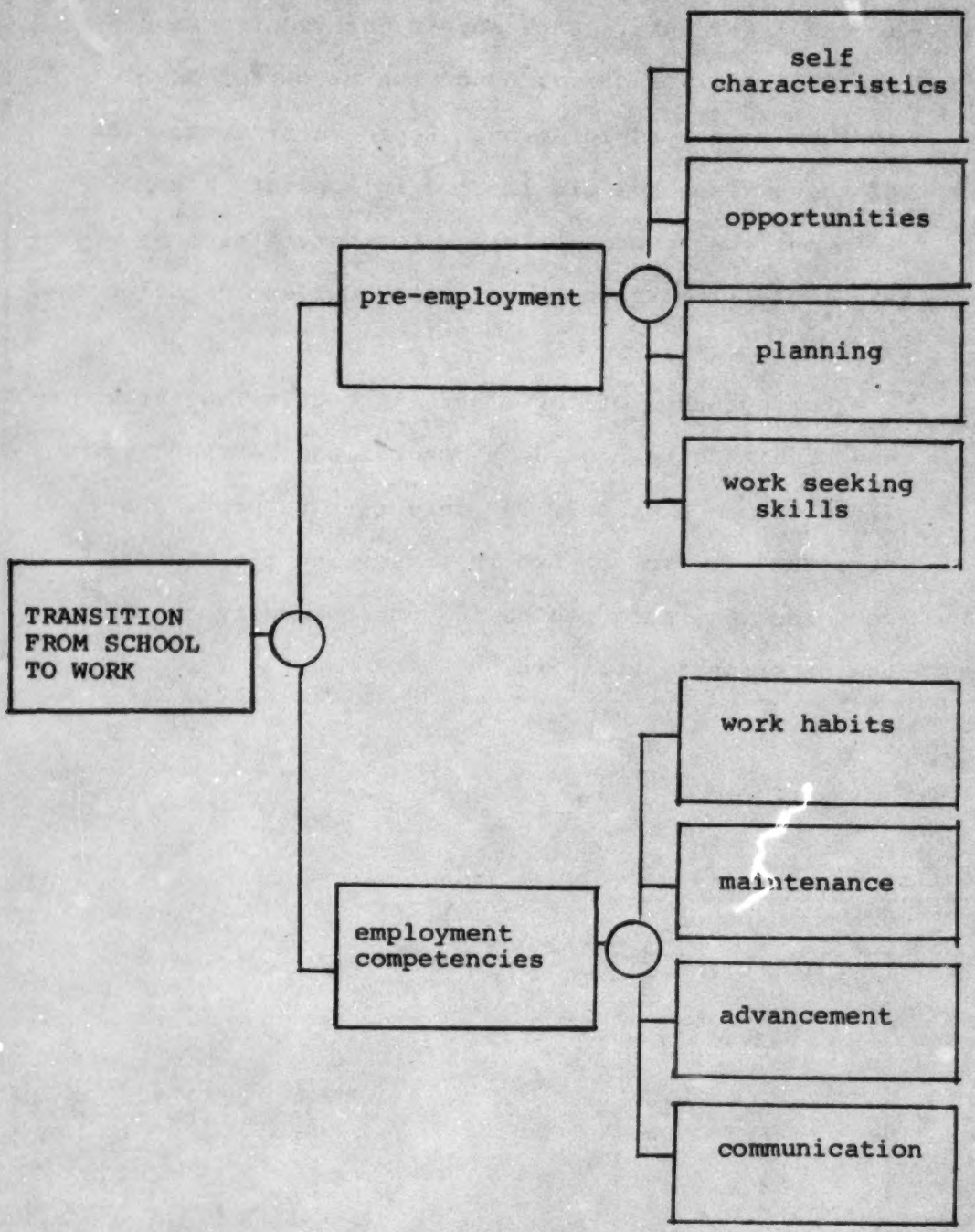
life situations and that involve the production of a measurable outcome(s)" (AIR, 1975).

Resources for lists of competencies

There are numerous sets of competencies available in the literature. Each set is derived from a conceptual model of career education or career develoment or career exploration. Representative samples of these resources are located in Appendix A for informational purposes only. Further references are available from State Directors of Career Education and/or Guidance.

For purposes of this learning module, an attempt has been made to provide a generalized matrix (Figure 1) to use as a guide. The intent is to provide a structure for you to use in organizing the minimal competencies young adults in your community should have the opportunity to learn.

FIGURE 1


TRANSITION FROM SCHOOL TO WORK
pre-employment
self characteristics
opportunities
planning
work seeking skills
employment competencies
work habits
maintenance
advancement
communication

PRE-EMPLOYMENT COMPETENCIES

1. Self-characteristics competencies are those knowledge, skills and attitudes related to an individual's interests, abilities, work skills, attitudes, values, etc.	Self-Characteristics
2. Opportunities competencies are those skills centered on learning about new/different alternatives to work, learning and/or leisure.	Opportunities
3. Planning skills are those competencies in which students match their self-characteristics with the opportunities available to set personal goals with a set of tasks, time lines, monitoring points and evaluation methods to reach goals.	Planning
4. Work seeking skills are those competencies in finding employment openings, filling out applications, preparing for and taking interviews and following up on job applications.	Work Seeking

EMPLOYMENT COMPETENCIES

5. Work habits competencies are inclusive of being on time, knowing and following company rules and regulations, dressing appropriately and doing tasks adequately as required by the job.	Work Habits
6. Work maintenance competencies are those deemed essential to maintain employment and include proper attitudes toward work with acceptable interpersonal relationships with co-workers.	Work Maintenance
7. Advancement competencies are those knowledges and skills that a worker uses to find the requirements to plan and to implement tasks to advance his/her occupation.	Advancement
8. Communication competencies are those needed to develop and maintain appropriate interactions with supervisory personnel.	Communication

Each of the categories is important and should be included in the student's education. It was mentioned in Section 1 that many times "self" is expressed in work identity. Coleman (1973) said schools are a cocoon from which students emerge without direction and purpose when, in fact, our schools are charged to produce young adults who perform well in a variety of roles

(parent, citizen, worker, consumer). Languages of the school and work world are different. Teachers themselves lack experience and, therefore, the curricula often addresses preparation for work very superficially, if at all.

Even with the current concerns over unemployment and underemployment, taxpayers have been (and are) voting down increases in taxes for whatever reason. In California, there is now a property tax limitation and at this time the initiative is being placed on ballots in other states and communities. With obvious financial difficulties and the current trend "back to basics", it may seem an overwhelming task to change or add to school curriculum. Yet the competencies needed to enter the work world are essential. What then are reasons we can present to teachers? to parents? to school boards? to community groups? to cause the inclusion of these competencies in the school's courses of study?

Shortage of funds

Reasons

Students must know their self-characteristics in order to use decision making skills in planning for future goal identification and attainment. These goals can be attending school, entering a career, utilizing leisure skills and time, learning new ways to relate or any combination.

self-characteristics needed for planning

Of equal importance, they need to know what opportunities are available and how to use local resources to find information on the rewards of those

that are interesting and that match their interests, skill, attitudes, and knowledges. These competencies allow young adults far greater work and schooling possibilities and greater chances for success in the job market.

Planning skills are necessary in order to establish and achieve self-set goals in work, leisure and family life. Planning is a process that combines self-knowledge and available opportunities with a delineated set of events to reach desired goals. Planning skills, when used; allow for greater control over one's environment and usually allow for faster advancement toward one's goals and objectives.

Planning Allows for Greater Controls

Many young adults do not find employment, do not get hired when there are opportunities or are underemployed because they lack skills in finding employment (Mitchell: 1977). These skills include filling out employment applications, personal grooming, and interviewing. Therefore, job seeking skills should be an integral part of the school's program to increase success in the school-to-work transition.

Must have Skills in Finding Work

Each employee is expected to follow the rules and regulations, wear appropriate clothing and to be punctual on beginning and ending work. Rules and regulations are a part of all civilizations and are necessary in maintaining productive work in society.

Following Rules and Regulations

It is generally known that many people are not hired or are fired because of the lack of acceptable

inter-personal skills necessary for employment at their respective jobs. The young adult worker or job seeker must learn appropriate and/or acceptable ways to relate to his co-workers in order to be successful at work.

Good inter-personal Skills Help

Skills in job advancement center on increasing job skills through life long learning and studying, proper attitudes towards company, volunteering for new and/or different opportunities as well as extra duties and by making friends in other departments. These basic competencies are essential to provide workers with options that may allow for more personal growth and challenge.

Advancement Course More Personal Happiness

Finally, it is important for the young adult to get along with the supervisor in order to keep a job, as well as to advance to better paying positions. It is important to know the expectations and to show loyalty and dependability. Learning to respond appropriately to the directions and suggestions of supervisors and to be aware of expectations is necessary for a positive experience.

Communication Skills

The categories are important. The following activity is designed to assess your appreciation of the importance of this learning module by asking you to indicate reasons pre-employment and employment competencies should be part of the school curricula.

ACTIVITY 2.1

Directions: (1) You are to write in the categories of competencies in the spaces provided below. (2) After each write in one or more reasons why young adults should be able to demonstrate competencies in each.

CATEGORY OF COMPETENCIES:	REASON(S) FOR INCLUSION IN STUDENT'S EDUCATION
(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____
(6) _____	_____
(7) _____	_____
(8) _____	_____

ACTIVITY 2.2

Students learn from four major sources:

1) formal schooling (classes)
2) informal sources (family, peers)
3) community
4) media

> Using your knowledge of the eight categories of competencies plan how and/or where (using the four sources indicated above) the major competencies within each category can best be learned and when (age and/or grade level) it should be learned.

CATEGORIES OF COMPETENCIES	HOW/WHERE (school, community, home, peers, media)	WHEN (age, grade level)
1) self-characteristics	school, home, peers	Grade 9 (begins at age 12)
2) opportunities	media, school, community	Grade 10
3) planning skills		
4) work-seeking skills		
5) work habits		
6) maintenance		
7) advancement		
8) communication		

SUMMARY

In this chapter you reviewed a structure for delineating the competencies young adults need to make the transition from school-to-work. These were divided into two units. The first unit was labeled pre-employment and had categories of knowledge of self-characteristics, locating opportunities, planning successfully and in seeking employment. The second unit included all those skills needed after the young adult has been hired and these categories were work habits, job maintenance, advancement and communication with authorities.

There was an attempt to assess why you felt these skills should be part of the young adult's education by asking you to write down reasons why they should be included in the curriculum. You were also asked to use your knowledge of the categories to plan when they should be introduced in a student's education and what source of information would be most effective in delivering them.

SECTION 3

PROGRAMS AND PROCESSES THAT FACILITATE THE TRANSITION FROM SCHOOL-TO-WORK

SECTION 3

PROGRAMS AND PROCESSES THAT FACILITATE THE TRANSITION FROM SCHOOL TO WORK

When you have finished this section, you will have used knowledges of curriculum functions and available programs/processes currently in operation in your work setting to analyze the curriculum offerings associated with desired student (young adult) school-to-work competencies.

INTRODUCTION

Most schools offer a variety of programs which partially provide the competencies students need in making a successful transition from school-to-work. Rather than "throw out the baby with the bath water", it is possible to assess current curriculum offerings to determine the competencies each delivers, the curriculum function of each program and the critical areas, competencies, outcomes that are missing. Additional experiences might then be added to augment areas of deficiency within the existing curricula.

Current Curriculum

In Section 2 you used information on student competencies and reasons for their importance as the beginning to complete a plan on where and when students might learn the competencies in your work setting. In this Section, you will explore reasons for using existing programs; will match programs with competencies

delivered and analyze the comprehensiveness of the current opportunities at your school setting.

PROGRAMS/PROCESSES

A variety of programs and/or processes designed to facilitate a smooth education-to-work transition are already in existence in most secondary schools. Each program is probably somewhat successful for the students it serves or it would be phased out or revised due to lack of student interest.

Many programs exist

By utilizing the multiplicity of programs/processes already in existence as a point of departure in planning for change, many advantages are realized.

- Each existing program/process becomes a strategy in the overall plan to provide school-to-work competencies for students, thereby insuring a variety of approaches available to each student.
- Each educator involved in existing programs benefits from the collective input of colleagues who are also invested in providing the agreed upon competencies for students.
- The teamwork approach provides the student with a number of adults in his/her educational environment interested in the same result. Therefore, the student has continuing reinforcement in the process of gaining school-to-work competencies.
- Each educator has an opportunity to provide input into the process and therefore, will view it as valuable and assume ownership for the outcomes delivered.
- No additional staff must be hired.
- There will be a minimum of duplication with the school offerings.

Advantages of Multiple Program Approach

-A team approach provides an opportunity to establish a developmental scope and sequence of competencies.

-Teamwork fosters a cooperative and positive attitude which carries over into relationships with students.

Above are a few reasons why schools should use the many existing programs already available and implemented in local schools. You may have others. In planning programs it is usually necessary to include a rationale or reasons why a process is chosen. Using one or more of the advantages above or others that you may want to include, you are to complete Activity 3.1.

ACTIVITY 3.1

Directions: You are to state one (1) advantage each for students, staff and school in the multiple program approach to providing school-to-work competencies.

1. _____

_____

2. _____

_____

3. _____

_____

CURRICULUM FUNCTIONS

In defining a delivery system, it is helpful to look at the defined functions of any curriculum and follow a sequence that will be in accord with the rest

of the educational community. The number and complexity of competencies to be gained is too broad for any one program/process to deliver. Curriculum functions provide a framework which allows us to increase the variety of ways the school-to-work competencies are delivered within the total educational experience. McNeil (1977) defines the functions of curriculum as integration, supplementation, exploration, and specialization. This definition fits the logical sequence of experiences which students need to gain specified competencies for school-to-work transition.

Curriculum Functions

Integration is addressed through the general curriculum and is comprised of those learner outcomes and experiences that all students should have in common. An infusion program will provide some basic concepts within each subject area using a variety of methods, e.g., speakers, audio-visual materials, plant tours, on-site discussions, worker interviews, and shadow days. This allows the student to integrate her/his growing awareness of self-characteristics and career-characteristics into the concepts she/he is experiencing through the subject matter.

Integration

Supplementation is a curriculum function that is personal and individual. It is designed to deal with both personal weaknesses and unique potentials (McNeil, 1977). Programs that address the specific needs of the individual students can be offered as elective classes separate from the general curriculum. Offerings such as

Supplementation

Community Services, Pre-employment Preparation, and Peer Tutoring satisfy this function. Supplementation is also comprised of projects designed through a class, as a part of a teacher-advisor program, through the counselor, as a response to a community, or at the recommendation of the student, parent, teacher, or administrator. The experience can be geared toward a specific subject, area of interest, career interest, or as a service to the school and/or community. Experiences within the supplementation function are specified opportunities provided outside of the general school curriculum.

Exploration is a function that hopefully comprises an on-going part of the student's experiences in school. Special programs such as Exploratory Work Experience, exploratory courses within departments and Prevocational Education all specifically address this domain. It is important to insure that students have the opportunity to discover and develop personal interests and to find out that they do or do not have either the talent or zeal for certain kinds of experiences. Exploration of several career clusters is possible through school-initiated projects (e.g., student run Student Stores, food services, Child Care Centers), community-based organizations (e.g., Explorer Scouts, Jr. Achievement), volunteer work in the community, or participation on community committees (e.g., task force, ad hoc, or advisory committee). A bank of

Exploration

opportunities should be developed from which several options can be chosen during the exploratory period.

Specialization encourages students to emulate those who are successfully operating in a specific field, whether it be vocational or academic. Actual attainment of skills and an indication of their use is important. Internships, Work Experience, and Regional Occupational Programs provide such opportunities. Each student should have by this time documented evidence of the many experiences she/he has had, with letters of recommendation from the community members and school personnel involved in those experiences. Self-assessment, job search skills, and entry-level job skills should be part of the repertoire of competencies achieved and now usable.

Specialization

If students are to recognize the importance of the school-to-work transition and, therefore, value the competencies they need to successfully complete this step, then it seems imperative that the competencies be reinforced throughout the schooling process. If this is to occur we must ascertain that related experiences are included in each phase of the curriculum.

Valuing the Competencies

The following list in Activity 3.2 represents a set of recognized program/processes currently in use in educational communities. For this activity you are to turn to Appendix B and read the descriptions. When you are through reading, then begin Activity 3.2. When all

participants are through, the Coordinator will lead a discussion on what competencies each does or can deliver.

45

ACTIVITY 3.2

Directions: The numbers preceding each program process refers to a competency category. Circle the numbers representing areas which are covered in the indicated program/process. Also indicate the programs/processes which are currently offered in your work setting.

1 Self-characteristics	2 Opportunities	3 Planning	4 Work-seeking	5 Work habits	6 Maintenance	7 Advancement	8 Communication		Currently in your work setting
1	2	3	4	5	6	7	8	Apprenticeship Programs	Yes____ No____
1	2	3	4	5	6	7	8	Career Education Infusion	____ ____
1	2	3	4	5	6	7	8	Career Exploration	____ ____
1	2	3	4	5	6	7	8	Career Development	____ ____
1	2	3	4	5	6	7	8	Career Guidance	____ ____
1	2	3	4	5	6	7	8	Career Planning Folder	____ ____
1	2	3	4	5	6	7	8	Community-Based Instruction	____ ____
1	2	3	4	5	6	7	8	Community-Based Organizations	____ ____
1	2	3	4	5	6	7	8	Community Service	____ ____
1	2	3	4	5	6	7	8	Cooperative Vocational Education	____ ____
1	2	3	4	5	6	7	8	Distributive Education	____ ____
1	2	3	4	5	6	7	8	Diversified Occupations Program	____ ____
1	2	3	4	5	6	7	8	Exploratory Courses	____ ____
1	2	3	4	5	6	7	8	Exploratory Work Experience	____ ____
1	2	3	4	5	6	7	8	Furlough	____ ____
1	2	3	4	5	6	7	8	General Work Experience	____ ____
1	2	3	4	5	6	7	8	Industrial Arts	____ ____
1	2	3	4	5	6	7	8	Job Placement	____ ____
1	2	3	4	5	6	7	8	On-The-Job Training	____ ____
1	2	3	4	5	6	7	8	Peer Counseling/Tutoring	____ ____
1	2	3	4	5	6	7	8	Pre-Employment Preparation	____ ____
1	2	3	4	5	6	7	8	Pre-Vocational Education	____ ____
1	2	3	4	5	6	7	8	Regional Occupation Center	____ ____
1	2	3	4	5	6	7	8	Regional Occupational Program	____ ____
1	2	3	4	5	6	7	8	School-Based Organizations	____ ____
1	2	3	4	5	6	7	8	School Related Projects	____ ____
1	2	3	4	5	6	7	8	Shadowing	____ ____
1	2	3	4	5	6	7	8	Teacher-Advisor Programs	____ ____
1	2	3	4	5	6	7	8	Technical Education	____ ____
1	2	3	4	5	6	7	8	Trade Preparatory Programs	____ ____
1	2	3	4	5	6	7	8	Vocational Education	____ ____
1	2	3	4	5	6	7	8	Vocational Training	____ ____
1	2	3	4	5	6	7	8	Vocational Work Experience	____ ____
1	2	3	4	5	6	7	8	Work-Study	____ ____

In ACTIVITY 3.3 and ACTIVITY 3.4 you will use what you have learned about the programs/processes and curriculum functions to begin an analysis of the opportunities in the school(s) in your work situation. In ACTIVITY 3.3 you are to complete Column 2 by writing in the programs/processes that are currently in operation in the school in your work situation that are providing instruction for specific school-to-work competencies. If you are unsure of what competencies the programs/processes are delivering, then write in programs you think are currently offered next to the most appropriate competencies (in your opinion). In Column 3 write in the curriculum function each program/process fulfills.

ACTIVITY 3.3

Directions: From the list of 34 programs/processes in Activities 3.1 and 3.2, and from the list of 4 curriculum functions, you are to complete the chart below. In Column 1 are the eight categories of school-to-work transition competencies.

1. You are to add by writing in space provided Column 2 a minimum of 2 programs/processes.
2. You are then to write in the space provided under column 3 the appropriate curriculum function.

	Column 1 Categories of Competencies	Column 2 Programs/Processes	Column 3 Curriculum Function
Pre-employment	1. Knowledge of self-characteristics	Example: 1. Career Educ. Infusion	Integration
		2.	
	2. Opportunities	3.	
		4.	
	3. Planning Skills	5.	
		6.	
	4. Work-Seeking Skills	7.	
		8.	
	5. Work Habits	9.	
		10.	
Employment	6. Maintenance	11.	
		12.	
	7. Advancement	13.	
		14.	
	8. Communication	15.	
		16.	

In ACTIVITY 3.4 you are to analyze your school's curriculum for missing or weak categories of competencies. Refer back to Activities 3.2 and 3.3 when needed. After you have completed Column 1 then complete Column 2. In Column 3 you are to comment on what you think needs to be done if anything. If you need more space, write on the back and/or ask for more paper. After all, these materials are yours.

ACTIVITY 3.4

Directions: Using the list from Activity 3.2 and an awareness of the ways competencies are delivered within the curriculum (curricular functions) you are to analyze your school's curriculum in terms of:

1. Competency categories to be addressed.
2. Personnel or resources which should be involved/used in the delivery of specific competency categories
3. Would inclusion of this competency area require major additions or revisions in the current curriculum?

Column 1 Competency Categories to be addressed	Column 2 Personnel/Resources	Column 3 Requires major addition/revision of current curriculum: Comments
(Example:) Opportunities	Work experience Career Center Counselors	No. It will, however, have to be coordinated with other programs.

There are many advantages in using the methods of redesign and modification of existing programs as means of delivering necessary competencies. However, we must also be aware of a major disadvantage of using a multiplicity of programs/processes and people. The disadvantage is that most programs "operate autonomously without coordination or information sharing that could provide additional experience for all students." (California, 1976). This shotgun approach may miss some students or may not be offered when students have the greatest need. Therefore, it is not the number of programs offered at a given school or the individual effectiveness of each program which should be considered, <u>but rather the systematic process necessary to make the programs accessable to every student.</u>

Disadvantage of Multiple Programs

To seriously consider a systematic approach, it must first be determined which programs/processes are experienced by all students, most students or by only a few students and secondly it must be determined if there is any needless duplication of efforts. The chart in Activity 3.3 can be utilized to assess deficiencies in your school program by listing <u>all</u> programs relevant to the specified competencies and determining which competencies are offered only through programs appealing to a limited number of students.

Assess Programs, Duplications, Deficiencies

SUMMARY

The purpose of this Section was to assist you in demonstrating skills in program assessment by (1) helping you to know of the many programs available, (2) providing you a format for matching existing programs with competencies, and (3) helping you to learn how to assess the comprehensiveness of the curriculum structure or highlight any major deficiencies.

In order to design a meaningful and comprehensive program it is first necessary to gather the parts of the existing puzzle into a format which allows you to look at what needs to be changed, modified or added to.

Each step in this Section was designed to add a piece to the puzzle which in turn becomes one link in the process of a systematic curriculum design. The data from this Section also provided the means for looking at the individual programs/processes to be changed or added and also addresses where within the curriculur functions/structure the changes should occur.

SECTION 4

COMMUNITY RESOURCES AS INSTRUCTIONAL ALTERNATIVES

When you have finished this Section you will have used knowledges of community resources and strategies in preparing a plan of alternative learning activities for selected curricular areas for your work situation.

The goal of education is for students to be able to function as contributing members of society. The transition from school-to-work is a large part of the process of becoming a responsible adult member of society. It is illogical that we expect that transition to occur smoothly without equal participation from both sides of the transition fence--school and community. Therefore, a major instructional strategy in planning a program to assist students in this transition is to seek the cooperation and participation of the community.

Need Equal Participation from School and Community

It is well to remember that this is a two-sided coin. The purpose of the program is to assist students, but it is also to prepare the community to deal with young people once they are prepared. The community in turn has an opportunity to influence the preparation of students through their interaction with the school. Surprisingly, many community persons are anxious to become involved, but are at the same time apprehensive about dealing with students.

Prepare Students and Prepare Communi

On the other hand, students are anxious to become involved but have many fears about leaving the familiarity of the school for learning experiences.

Schooling Becomes Part of Life Not Just Preparation

It is important that the expected outcomes for each cooperative venture be understood by both the student(s) and the community representative(s). A key ingredient in the process is the incorporation of learning experiences in the community that allows schooling to become part of life, not merely preparation for it. Community-based experiences are valuable as alternatives within an instructional program or as separate programs incorporating many different opportunities and experiences.

The process of young adults acquiring skills for making the transition from school to work is facilitated as students experience progressively more in-depth activities involving community participation and interaction. Therefore, it becomes important for the school and/or community to offer programs that allow young adults interaction with the community in a variety of ways. The school then becomes a launching pad for meaningful exchange between community resources and students and the result is that both parties feel more comfortable.

Need a Variety of Approaches

TYPES OF EXPERIENCES:

The strategies for cooperative experiences using the community are varied and numerous. Some of the kinds of experiences which have been used successfully

are listed below:

1. Speakers - Many schools have a speaker resource file which can be used by teachers on a variety of different topics. (Johnson, 1976). The file is often kept in the Career Resource Center and is also used by the Career Technician to schedule speakers throughout the year on different career topics.

Speakers

2. At Work Discussion Leader - A small group of students can meet with a worker at his/her place of employment. Students compose a list of questions before they go, usually dealing with specific information of a business or job.

On-the-Job Discussion Leaders

3. Classroom Discussion Leader - Students meet with a community person at school. Students should prepare a list of questions, as well as give the speaker an indication of what they wish to discuss. This kind of experience allows students to ask controversial questions rather than just listen, as is usually the case with a speaker. Local politicians, representatives of community non-profit groups, service clubs, or local citizens wanting to interact with students on a variety of topics related to a subject are included in the process.

Classroom Discussion Leaders

4. Career Day - A day or week when speakers representing a variety of career areas come to the school. Students are allowed to attend the sessions of interest to them. Several days can be planned throughout the year or a full week can be designated for this purpose. Speakers are most effective if the students have done some self-assessment which indicates their interest in a related field, and if they have had a chance to research the career so they have some knowledge prior to hearing the speaker(s).

Career Days

5. Product Fair - Local business, organizations and government workers can be invited to set up a display of their career area. Often businesses and industries in particular have displays which they have used to promotional purposes which they enjoy setting up. This can be done during a designated week/month, in conjunction with a career day or throughout the year as a changing display in the library, Career Resource Center, or in department areas related to the careers.

Product Fair

6. Plant/Office Tour - Classes tour an industry or business and have a chance to talk with someone on that site. Students should know how to ask for information and to indicate an interest if they would like to utilize the site for a more in-depth kind of experience. A tour is a good first introduction to a specific site.

Tours

7. On-Site Project - A project can be designed by a student with assistance from a teacher, counselor, teacher-advisor, or community person. Projects can last as long as necessary to complete the described task(s). Videotaping, interviewing, researching, and shadowing can be part of the process used. The topic for a project can stem from a particular class, a career interest, or a leisure interest.

On-the-Site Projects

8. Shadow Day - A student spends a total work day with someone in a career area of interest. Some schools encourage each student to spend one full day with his/her parent at work in order to get a realistic look at what the parent experiences each day.

Shadowing

9. Internship - Students with a particular interest in research are often given a role in government or as part of a project to work side-by-side with other employees in performing tasks. An internship is usually assigned to a specific person for the accomplishment or acquisition of specific outcomes.

Internship

10. Exploratory or Cooperative Work Experience - Students spend time on the job site for the continuation of skill development. The job should involve a variety of typical experiences for that occupation. A training plan with specific goals should be part of the expectation.

Work Experience

11. Experience-Based Career Education - A program designed to allow students to earn part or all of their necessary graduation requirements through experiences in the community. Programs can be offered as full-time programs for interested students within a school. (Northwest Regional Lab., 1976, Far West Regional Lab., 1976).

RESOURCES

The development of a resource bank of individuals, businesses, and organizations willing to contribute

Resource Bank

their time and efforts is a critical part of providing opportunities for students. The resource bank should represent a broad range of activities available to students utilizing a variety of different sites and career options.

Specific community resources will be unique to the individual community. However, the identification and recruitment of sources will be similar regardless of the location. Many of the techniques used to develop a job bank or work experience program can be used to initiate a resource bank. It is wise to determine the actual need prior to establishing an extensive bank of resources in order to avoid the frustration that occurs when a person or business volunteers to participate and is never called upon by the school.

Recruiting

A good place to start when initiating a resource bank is with the people who are already familiar with the program. Personal involvement and personal recommendations can provide a sizeable beginning. Teachers, parents, former students, friends, neighbors, and relatives of current students are all potential resources. When someone has been involved with the program and has had a good experience, his recommendation is a valuable entry to other sources.

Starting

Local businesses and industries are often anxious to become involved for a number of reasons. Many businessmen belong to management units which require

points for community service and involvement and they see the local schools as a viable way to fulfill their commitments. Other businesses are concerned with their image in the community and welcome a chance to become more visible. Business and industry are most concerned with the level of competence of their employees and future employees and see this as a chance to communicate their concerns about employer expectations. Often businesses in a certain geographical area will join together as a league to deal with common problems. The support of a group of businesses can provide a variety of different opportunities without overtaxing one firm.

Business/ Industry

Government agencies are a vital source for student involvement. The many opportunities they afford for students to serve on ad hoc committees, task forces, and advisory councils allow students to take responsible and active roles in decision-making through recommendations. Internships are often available when an issue needs to be researched. Programs where students assume government roles for a day are also valuable.

Government Agencies

Professional and Trade Associations - Local chapters have access to many materials and programs which have been produced by their national chapters. The National Banking Association, American Bar Association. American Medical Association, and many others have educational units which provide materials and assistance to local chapters. These organizations often have available funding for educational projects also. The journals from local groups can be utilized by students to become aware of issues in a career field and can form the subject for interviews and projects.

Profes-sional and Trade Associations

Non-Profit Organizations such as National Association of Businessmen and Industry-Education Councils are groups of individuals representing interest in specific projects. League or Women Voters, Equal Opportunity Employers, and similar groups may not be specifically geared toward education, but provide an opportunity for students to participate with adults on projects.

Non-Profit Organiza-tions

Service Clubs - A major support system can be established by addressing local Rotary, Lion's Club, Kiwanis, Exchange Club, etc., because these groups stress membership service in the community. The school is seen as part of any community, therefore, is usually welcomed as a recipient for contributions of time and support.

Service Clubs

Educational Institutions - Community colleges, state colleges, and local universities are a source for many types of involvement. The expertise of staff

members is often available; in addition, some classes, seminars, training programs are open to secondary school students. The students enrolled in teacher training, counselor education, ecology, etc. are often willing and anxious to work with secondary students on projects.

Educational Institutions

Volunteer Agencies - A major avenue of community participation for students is through volunteering their time and effort to local charity programs. Students can help in fund-raising projects, plan special projects for a specific organization, serve on advisory groups, or organize their own group to make contributions to crippled children, senior citizens, educationally handicapped, or any other group of their choice. To experience the rewards of being a contributor to their community is a major step in gaining a feeling of belonging.

Volunteers

There are, of course, a myriad of different sources in each community. The above list is meant to act as a catalyst for possible categories which can be explored.

USES

The identification of community resources is only the first step in utilizing the community as an extension of the school-based learning environment. Certain competencies are better learned in the community than at school. Many students stumble into situations and experiences which provide skills development in a community setting. We are suggesting that these experiences and competencies haphazardly acquired become a part of the curriculum design of opportunities available to every student.

Competencies Learned in the Community

If the student is to experience a successful transition from education to work, the school must provide

a developmental sequence of community participation and interaction so the student can integrate real life and classroom experiences. This area of curriculum development is perhaps the greatest deficiency in our process of preparing students to enter the adult world.

Integrate Real Life and Classroom

A comprehensive community-based program will:

Comprehensive Program

1) provide students with a cumulative series of planned, personalized learning experiences in a wide variety of settings.

2) provide opportunities for students to apply, in real life settings, skills which have been learned in the classroom.

3) provide a variety of adults in the community with diverse backgrounds and expertise to act as colleagues to educators in the educational process, serving as models and sharing their skills and knowledge with students.

Within the programs currently offered, a variety of methods are already being utilized to achieve results in terms of student-based competencies. Speakers, audio-visual materials, field trips, role playing, Career Resource Centers, Shadow Days, group guidance and discussion groups are only a few of the many successful methods used even in traditional settings.

It is important to emphasize at this point that community-based experiences are only one process among many which can provide opportunities to gain the specified competencies. Community resources are highlighted because it is often easier to neglect processes outside the familiar school environment.

Students are often times hesitant to leave the security of the school and, therefore, the chances for success are increased when a planned sequence of activities are provided which move from involvement with community members in the classroom to more extensive experiences away from the school. The integration of experiences, which utilize community members, can be a tremendous resource to the classroom teacher charged with delivering school-to-work transition skills.

ACTIVITY 4.1

This activity is designed to give you an opportunity to utilize the material in this Section to prepare a chart that can be used with educators in your work location.

1) Using curricular areas you are familiar with you will fill in column one. The areas might be mathematics, biology, sciences, physical education, physical sciences, etc.
2) You are to supply at least <u>two</u> reasons you will use to get teachers in that subject area to use community resources.
3) You are to list at least <u>three</u> types of potential resources.
4) You are to offer at least three strategies as suggestions from the list in the text.

When you have completed the activity, wait until the Coordinator gives further instructions. When everyone has finished, you will be instructed to exchange worksheets for purposes of validating your answers.

ACTIVITY 4.1

Directions: Complete the chart below by filling in all the blanks. In column one, curricular areas, list five (5) curriculum areas you think you can work with. Next, list at least two (2) reasons you would use to persuade them to utilize community resources as an alternative strategy. In the third column you are to add at least three (3) community resources you feel appropriate for that curricular area. In the last column you are to identify at least three (3) strategies you can suggest to the teachers of that curricular area that might be useful to students.

Curricular Areas	Reasons the teacher should use community resources	Type of community resource(s) suggested	Suggested strategies (types of experiences) appropriate for the Curricula Ar
Example: 1.English	1a Use knowledge in real life situation	Business-Communication	Speaker, internship
	1b Learn work roles	Newspaper	Internship
	1c Appreciate needed writing skills	County Supervisor	Shadowing
2.			
3.			
4.			
5.			
6.			

SUMMARY

A successful transition from school-to-work involves the cooperative effort of both the school and community. It is fallacious to think that classroom experiences can produce the complete and rather complex list of student competencies identified in Chapter 2.

Community resources are numerous, and personnel are usually willing to assist the young adult in acquiring pre-employment and employment competencies. Reluctant to volunteer, but willing to contribute, community members are ready to provide time, resources and even financial support for meaningful programs. Their willingness is often based on the planning done by the person requesting help. The plan should be visible and complete with tasks, timelines, talent responsible for tasks and evaluation strategies with established criterion levels for success.

SECTION 5

PUTTING IT TOGETHER

When you have finished this Section you will have used the content of the four previous Sections to develop for your work site a plan for identifying and implementing changes necessary to create a program to assist students in their transition from school to work.

This section is designed to help you put together pieces of a complex puzzle. The puzzle is in form of a question:

> HOW CAN THE RESPONSIBLE ADULTS WITHIN THE STUDENT'S ENVIRONMENT WORK TOGETHER TO DESIGN A SYSTEM THAT WILL HELP YOUNG ADULTS MAKE A SUCCESSFUL TRANSITION FROM SCHOOL-TO-WORK?

The parts of the puzzle have been presented in the first four Sections of this module. The last task and the key to completion is for you to have a workable plan which will allow you to assemble the puzzle at your work site.

The activities in Sections 1-4 have given you: (1) a picture of the problem from a national view; (2) categories of competencies students need; (3) weaknesses that might exist in the curriculum structure at your work site; and (4) ways to use resources in your community for additional learning opportunities. With the acquired knowledges, skills and attitudes, how can you facilitate the process of change at your work setting?

The following set of activities are pieces of a plan. When completed in total, they will be a tentative plan for your work site. The pieces are: (1) statement of purpose, (2) a steering committee, (3) tasks for steering committee, (4) student competencies, (5) priorities, (6) assessment of current curriculum areas for strengths and weaknesses, (7) identification of available community resources, (8) recommended curriculum additions/revisions/modifications, (9) and a set of strategies with time lines for implementation when you return to your work situation.

ACTIVITY 5.1

Directions: You will complete a tentative plan for your work site by completing the following set of activities. Activity 5.1 is designed to function as a worksheet for the completion of tasks delineated in Activity 5.2. Please fill in the spaces with the requested data. Be as accurate and realistic as possible.

5.11 Statement of Purpose

Each plan must have direction or purpose. Please complete a statement of purpose. (Example: To plan for identifying and implementing changes necessary to create a program to assist young adults to make the transition from school to work.)

Activity 5.11 (Fill in) _____

_____

_____

5.12 Form a Steering Committee

You can't do it alone and the school can't do it alone. You must assemble a small group of supportive and interested individuals who want to address the purpose in Activity 5.1. Consider including a school and/or district administrator, 2 or 3 key teaching staff members, one or two parents, and representatives you think are key to the community.

_____ _____

_____ _____

_____ _____

_____ _____

5.13 **Tasks for Steering Committee**

It is important that some tasks be listed prior to the first Steering Committee meeting. It is equally important these tasks be delineated for administrative review and/or approval. The following is a set of information needed for discussions.

a) Determine size and nature of problems in your area.

Activity 5.13 (List kinds and/or sources of data needed, e.g., unemployment, newspapers, etc.)

_____

_____

_____

_____

_____

b) What competencies or category of competencies do students need to make the transition from school-to-work? (Refer to Section 2 and Appendix A.)

Activity 5.14

( ) _____ - ( ) _____

( ) _____ - ( ) _____

( ) _____ - ( ) _____

( ) _____ - ( ) _____

( ) _____ - ( ) _____

Activity 5.15 You are to priortize these by placing in the ( ) the order of importance you feel the competency is.

c) What competencies are currently and explicitly delivered through the curriculum?

(Refer to Section 3 where you analyzed curriculum for weaknesses and strengths in the delivery of identified competencies. Other sources to investigate are teachers, course deucriptions, students, administrators, and counselors.)

Activity 5.16 Identify curriculum areas of

Strengths Weaknesses

_____

_____

_____

_____

_____

_____

_____

_____

d) What are some community resources which can be utilized to deliver needed competencies?

Activity 5.17 Identify community resources available and processes to utilize their help, e.g., parents, leaders, organizations, etc.

(Example: Bank can be used for internship,shadowing, speaker.)

_____

_____

_____

_____

_____

(Activity 5.17 Continued)

e) What changes are necessary to insure students have the opportunity to gain necessary competencies for a successful transition from school-to-work?

Activity 5.18 Recommend additions, revisions and/or modifications of present curriculum based on data collected from steps a - d.

Recommendation	Source of supportive data

5.19 Sample Strategies or Types of Experiences

Directions: Read the following. In order to implement the ideas you have defined in Activities 5.1 - 5.8 above, the following list of sample strategies are offered. Effectiveness is increased when you and the steering committee members have a choice of ways to accomplish each step. These strategies are only samples which can and should be modified, added to and changed to meet the specific needs of your situation.

1. Steering Committee (see 5.12)

   In order to facilitate change it is important for each member of the steering committee to understand all the parts of the plan.

   Strategies: (sample)

   a) Prepare list of all tasks with explanation of each for first meeting.
   b) Send prepared statement of purpose and plan to members ahead of time.
   c) Arrange an abbreviated workshop similar to this one to teach skills to task force members.

2. Determine size and nature of problem. (see 5.13)

   a) Utilize info from Section 1.
   b) Use local sources for information: newspapers, local employers, students, work experience coordinators.
   c) Use follow-up surveys from graduates.

3. Select a set of competencies which are appropriate for your situation. (see 5.14)

   Strategies:

   a) Check other schools in area with competency-based career education programs.
   b) Have task force choose one set which they deem appropriate.
   c) Ask parents, teachers, students.

4. Analyze curriculum for weaknesses in the delivery of identified competencies. (see 5.16)

   a) Poll teachers, counselors for competencies delivered in their courses.
   b) Read course descriptions.
   c) Ask students where they learned specific competencies.

5. Identify community resources available and processes to utilize their help. (see 5.17)

   a) Ask community member on task force to chair a sub-group to generate resources.
   b) Ask teachers what kinds of experiences they would like to see for their students. (Also, ask students and parents.)

c) Address local organizations and seek their assistance in locating resources.

6. Recommend changes in present curriculum based on collected data. (see 5.18)

   a) Decide most propitious way to make recommendations considering population, in-house politics, etc.
   b) Supply resources for implementation of changes (e.g. modules on Planning Pre-Employment Programs by Joyce and Marvin Fielding)
   c) Document recommendations and request needed accompanying resources (time, money, materials) to afford change process.

ACTIVITY 5.2 - Tasks and Timelines

Directions: You are to complete the following set of tasks by filling in the spaces with statements and information appropriate for your work situation. This is a working plan and will probably have to be modified at a later date.

5.21 Statement of purpose (Goal): _____

_____

_____

5.22 Steering Committee: formed when (date) _____

2.1 Select members (when) _____

2.2 Set meeting dates _____

2.3 Approval of _____ date _____

2.4

5.23 Tentative set of tasks steering committee will do.

3.1 _____ date _____

3.2 _____ date _____

3.3 _____ date _____

3.4 _____ date _____

5.24 Student (young adult) competencies in priority to be addressed:

4.1 _____ 4.5 _____

4.2 _____ 4.6 _____

4.3 _____ 4.7 _____

4.4 _____ 4.8 _____

5.25 Assessment of current curriculum

5.1 _____

5.2 _____

5.3 _____

5.4 _____

5.26 Recommended set of strategies (Tentative only)

	Tasks (what)	Time (when)	Talent (who)
6.1			
6.2			
6.3			
6.4			
6.5			
6.6			
6.7			
6.8			
6.9			
6.10			

SUMMARY

What happens in your work situation when you return will depend upon your ability to sell the plan you have just completed. The politics of your colleagues must be taken into account. Not only will the okay to proceed depend on your salesmanship but maybe the funding.

You are directed to explore needed funding under vocational education monies, handicapped (P.L. 94-442), gifted programs, ESEA IV 1C and ESEA IV D. Most districts committees to your plan will have enough funds for release teacher time for planning and for secretarial services. The Authors of this Module and the Coordinator wish you Good Luck.

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APPENDIX A

SOURCES FOR REPRESENTATIVE SETS OF COMPETENCIES FOR THE SCHOOL TO WORK TRANSITION

Averill, Donald F. and Johnson, Clarence D., Competency-Based Career Education Program K-12. Huntington Beach Union High School District, 1976.

Under funding from the Vocational Education Act, Part F, the authors completed a K-12 sequential, competency-based career education program using prior efforts of other LEA's on the California model. The works of Mitchell and Jacobson in the Grossmont Union High School District Master Plan for Pupil Services and the La Mesa - Spring Valley K-12 materials developed by Gerstein and Pitts served as cornerstones. Space does not permit the production of the 108 identified student competencies. Listed here are the four components with their subgoals.

Component 1.0 Career Planning and Decision-Making
- 1.1 Individuals differ in their interests, aptitudes, abilities, and attitudes.
- 1.2 The understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.
- 1.3 Environment and the individual interact to influence career development.
- 1.4 Individuals must be adaptable in a changing society.
- 1.5 Career planning is a privilege and the responsibility of the individual.

Component 2.0 Education, Work and Leisure Alternatives
- 2.1 Knowledge and skills in different subjects relate to performance in different work roles.
- 2.2 There is a wide variety of occupations which may be classified in several ways.
- 2.3 Societal expectations influence the nature and structure of work.
- 2.4 There is a relationship between the commitment of education and work and the availability and utilization of leisure time.
- 2.5 There are many training routes to job entry.

Component 3.0 Lifestyle and Personal Satisfaction
- 3.1 Work means different things to different people.
- 3.2 Job satisfaction is dependent on harmonious relationships between worker and work environment.
- 3.3 Job specialization creates interdependence.

Component 4.0 Occupational Roles
- 4.1 Consumer awareness and usage will effect career stability.
- 4.2 Identifying with and participating in adult roles and responsibilities is consummated in the work environment.
- 4.3 Transferability of worker traits increases employment options and facilitates employment mobility.

Each of the above components and subgoals has delineated student-based competencies. They are unique to their student body. The components and sub-goals are presented only as information for the participant to use as reference.

Cunha, Joseph E., et. al., Career Development: A California Model for Career Guidance Curriculum K - Adult. Fullerton, Cal.: California Personnel and Guidance Association, Monograph No. 5, 1972.

The model of career development presented has become the "California Model for Career Development" and has been extrapolated in numerous local education agencies throughout California. Each LEA using the guide has developed a set of competencies unique to it's organizational needs.

Dunn, James A., et.al., Career Education: A Curriculum Design and Instructional Objectives Catalog. Palo Alto: American Institutes for Research; 1973.

This publication provides sets of instructional objectives for career education. The numbers of objectives are far too many to be included here. However, the major strands and sub-headings are listed so that the participants will be able to use these as a reference to complete the objectives of this learning module.

STRAND 1. Self understanding and appreciation.

-Individual difference and assessment.

-People differ in physical skills, interests, attitudes, social skills, interpersonal skills, emotional reactions, personal goals, reasons for and patterns of differences.

-Modifiability of characteristics such as: developmental-biological changes, changes resulting from experiences, changes resulting from conscious effort, modification/development of academic abilities, modification of interpersonal skills and changes in emotional reactivity.

-Individuals can assess their characteristics such as physical skills, interests, attitudes, values, academic skills, achievement, interpretation of test results, purposes and linitations of assessment and methods of assessment.

-Knowledge of Self

-This set of objectives deals with implications of self knowledge as related to building self-confidence, expanding self awareness, formulating identity/self-concept, identifying areas for development, facilitating personalized planning and decision-making, and mazimizing chances of success of plans.

-This set also deals with the following sources of information : Peoples' activities, opinions of self and others, self-exploration, academic tests, guidance test and records, and feedback from others.

-Finally, the set provides for data interpretation, recognizing emotions and attitudes in others, emotions and attitudes in self, appraisal of motor skills and academic skills, recognizing effects of behavior on others, assessment of academic performance, identification of personal values, analysis of interests and emotional behavior, implications of test data and clarification of values.

STRAND II. Opportunities and Options.

-Education and Training.

-Students are oriented to education and training in that they know trends, individual differences in education and training needs, types of education and training opportunities and sources of education and training.

-They should know specific education training opportunities such as vocational/technical training, apprenticeships, on-the-job training, in-service training, higher education, and continuing and adult education.

-Jobs and Employment

-Students will have skills in basic economics to include types of productivity, monetary exchange system, labor market trends, what factors effect incomes, labor migrations and mobility, monetary and nonmonetary benefits, occupational supply and demand and functional utility of income.

-They should have knowledge of the career cluster system: functions of clusters, how they are formed, reasons for clustering, and knowledge of system used in their areas.

-Social Responsibility

-Students must have competencies in responsibilities to man such as helping others, looking out for safety and health of others, respecting others, realizing consequences of own actions for others and demonstrating value and dignity of individuals.

-They must also demonstrate an understanding that everybody shoulders a responsibility to society and government; e.g. loyalty to friends and government, realizing the existence and necessity of rules and laws, the importance of compliance with rules and laws, to volunteer service in the community programs, everyone has an obligation to protest unjust laws and rules, values personal rights and freedoms, participates in the democracy and can interrelate one's personal rights and those of others.

-We all share a responsibility to the environment through appreciation of nature and its balance, knowing the implications of societal changes for the environment, pursuing the importance and need for preserving natural settings, internalizing the fragile character of the ecological system and through demonstrating man's obligation to future generations.

-Man also has a responsibility to self. He is responsible for his actions, he has family responsibilities, he must care for self, he must possess personal integrity and accept responsibility.

-Leisure

-Students will know leisure is means to rest and/or recreation, necessary to personal development and individuals differences must be taken into account in selection of leisure activities.

-Students will acquire knowledge of patterns of leisure and an awareness of opportunities for leisure time enjoyment.

STRAND III. Orientation and Goal Formation

-Status Assessment

-Students will acquire competencies in assessing self in relation to leisure options, education and training options, employment/career options, roles and responsibilities, pre-requisites for specific goals,

personal characteristics, and implication of changes in personal data.

-They will also be able to assess their personal satisfactions in relationship to activities, situations, others and self expectations, lifestyle and conflict resolutions.

-Option Analysis

-Students will demonstrate skills in option identification related to interests, physical abilities, cognitive abilities, values, patterns of personal characteristics, work and social styles and alternative combinations.

-They will also demonstrate option exploration behavior in reviewing sources of information, kinds of information to seek, methods and sources to obtain information on specific options and evaluation of alternative information sources.

-Students will do a value analysis on advantages and disadvantages of options, personal satisfactions, cost benefits, establishing personal criteria for evaluation of options, and resolution of conflict among options.

-Students will be expected to formulate career goals that relate to their general interests and physical abilities, sense of agency, cognitive skills, personal satisfaction and values, and personal goals and satisfactions.

STRAND IV Goal Exploration.

-Personal Planning

-Students will establish skills prerequisite for reaching goals such as planning, determining criteria for attaining given goals, identifying processes to attain goals and recognizing the costs to attain goals.

-They will demonstrate skills in assessing the probability of attaining goals by identifying personal attributes, implications and likelihood of attaining given goals.

-Students will verufy their goals and plan programs to achieve their goals by identifying means to work on goals while in school, developing contingency plans, determining what actions are necessary and when they will be completed.

-Goal Pursuit

-Students will establish a systematic approach to the pursuit of their goals by evaluating alternatives, assessing resources, completing and implementing a plan and monitoring self progress.

The above outline suggests curriculum topics and concepts from which specific competencies can be delineated.

Jacobson, Thomas J. Knowledge Needed to Obtain Work: Teacher/Counselor Guide. San Diego: Superintendent of Schools, Department of Education, San Diego County.

These materials have been prepared to aid teachers and counselors in working with students. Realizing that "getting a job is itself a job," the set of materials has been systematized to assist individuals in understanding the process and necessary steps for seeking and obtaining employment. The materials are divided into the following categories:

Unit A: Selecting a job
Unit B: Finding employment openings
Unit C: Filling out an application
Unit D: Preparing to take an employment test
Unit E: Preparing for the interview
Unit F: Interviewing
Unit G: Following up on job applications

The units have been presented such that the materials can easily be converted to overlays. They have been issued at no cost.

Jacobson, Thomas J., Editor, Knowledge Essential for Employee Progress. La Mesa, Ca.; Grossmont Union High School District, 1977.

The publication is an extension of KNOW (reference above). The materials are designed to assist students in acquiring competencies in the techniques, skills, attitudes, and knowledge required for job maintenance and progression. The set is composed of the following units:

A: Getting acquainted on the job
B: Knowing company policies and benefits
C: Developing and maintaining personal relationships
D: Developing and maintaining your image
E: Your responsibilities as an employee
F: How to get along with the boss
G: Planning your continuing growth
H: Advancement on the job
I: Changing jobs-with planning and purpose
J: What if you lose your job?

This programmed text for teachers and/or counselors is designed so each page can be easily converted to overhead transparencies for teaching purposes. The steps are succinct and appropriate in length for oral presentations.

Johnson. Clarence D., Editor, Guidance Personnel 1984: Models for the Future. Fullerton, Ca.: California Personnel and Guidance Association, Monograph No. 11 1977.

This document is a result of a conference in which each of the presenters contributed his projections on guidance of the future. Eight professional associations were invited to participate; seven were represented. Related to this module are two presentations.

Gazda, George M. "Developmental Education: the Conceptual Framework For The Components of A Comprehehsive Counseling and Guidance Program." pp.8-22.

The framework consists of eight propositions and 13 modules. Each module contains a goal, the purpose and process.
Module 1. Stages of Development of Basic Homan Processes
Module 2. Cultural, Ethnic, Racial and Sex Differences and Similarities
Module 3. Communication/Facilitation Skill Training
Module 4. Applied Learning
Module 5. Emotional Awareness

Module 6. Identification and Clarification of A System of Personal Values
Module 7. Physical Fitness
Module 8. Organizational Development
Module 9. Decision-making
Module 10. Conflict Resolution
Module 11. Group Process/Dynamics
Module 12. Career Education/Guidance
Module 13. Parent Education

(It is feasible that each of the modules should be/are addressed in the present schooling of some students. The modules, however, provide a framework for further exploration.)

Drier, Harry N. "Programs of Career Guidance, Counseling Placement, Follow-up or Follow-Through: A Futures Perspective," pp. 23-66.

The author is employed at the Center for Vocational Development, Ohio State University. His contributions are targeted for guidance programs and personnel. The most relevant part for this learning module is "Models Career Guidance, Counseling, Placement, Follow-up, and Follow-through"(Process and Content).

Career Development Content:
-Self understanding
-World of work understanding
-Economic understanding
-Leisure and avocational
-Attitudes and values
-Decision making
-Career life role planning
-Career life role securing and maintaining

(Drier gives examples of competencies under each sub-title. They are also available from the Center for Vocational Education as they are part of the Ohio State University Model for Career Development.)

National Assessment of Educational Progress, Career and Occupational Development Objectives. Denver; 1971.

I. Prepare for making career decisions.
   A. Know own characteristics relevant to career decisions.
      1. Be aware of own current abilities and limitation.
      2. Be aware of current interests and values.
      3. Seek knowledge of self.
   B. Know the characteristics and requirements of different careers and occupations.
      1. Know the major duties and required abilities of different careers and occupational families.
      2. Know differences in work conditions among and within occupational families.
      3. Know entry requirements for occupations.
      4. Be aware of the impact of social and technological changes in occupations.
      5. Know important factors that affect job success and satisfaction.

6. Seek information about occupations in general or about specific jobs.

C. Relate own personal characteristics to occupational requirements.
   1. Associate own abilities and limitations with possible success in present or future occupational pursuits.
   2. Relate personal interests and values to job characteristics and occupations.

D. Plan for career development or change.
   1. Consider relevant factors in planning toward an occupation or career.
   2. Be aware of alternative career choices or occupations and consider the consepuences of career change.

II. Improve career and occupational capabilities (Active participation in both in-school and out-of-school activities that enhance one's career and occupational capabilities).

III. Possess skills that are generally useful in the world of work.

A. Have generally useful numerical skills
   1. Perform calculations and transactions involving money.
   2. Understand numerical values in graphs, charts and tables.
   3. Use measurement equivalents, ratios and proportions.
   4. Estimate numerical quantities.
   5. Compare numerical values.
   6. Calculate amounts needed to do practical jobs.
   7. Make graphic representations of numerical quantities.
   8. Interpret statistical data.

B. Have generally useful communication skills.
   1. Communicate understandably (speak, write, demonstrate and use non-verbal means).
   2. Understand communication.
   3. Interact verbally with others.

C. Have generally useful manual-perceptual skills.
   1. Use common tools and equipment.
   2. Make and assemble, using appropriate materials.
   3. Adjust, repair and maintain.
   4. Read displays and scales.
   5. Make visual representations.

D. Have generally useful information-processing and decision-making skills.
   1. Learn efficiently and remenber specifics, procedures and principles which are basic to further learning or which are frequently needed in their work.
   2. Apply concepts, principles and procedures in circumstances different from those in which learned.
   3. Analyze information and define problems.
   4. Collect and organize data.
   5. Develop and evaluate alternatives.
   6. Make dicisions or choose alternatives in terms of relevant criteria.
   7. Devise plans, new ideas and better ways of doing things.
   8. Implement and modify plans on the basis of feedback.

E. Have generally useful interpersonal skills.
   1. Interact constructively with supervisors.

2. Provide effective leadership.
3. Work effectively with peers, co-workers and others.

F. Have employment-seeking skills.

IV. Practice work habits.

A. Assume responsibility for own behavior.
B. Plan work.
C. Use initiative and ingenuity to fulfill responsibilities.
1. Use initiative but seek assistance when needed.
2. Are resourceful in accomplishing work.
D. Adapt to varied conditions.
E. Maintain good health and grooming.

V. Have positive attitudes toward work.

A. Recognize the basis of various attitudes toward work.
B. Hold competence and excellence in high regard.
C. Seek personal fulfillment through own achievements.
D. Value work in terms of societal goals.

NAEP provides examples of outcomes for students ages 9, 13, 17 and adult for each of the above. The participant is encouraged to pursue reading the above publication and is encouraged to examine the list for those competencies s/he can help students acquire.

APPENDIX B

SAMPLE PROGRAMS / PROCESSES

1. Apprenticeship Program-A program designed to train skilled workers by using a combination of on-the-job training, paid employment and related classroom instruction. An apprenticeship term may last from one to five years. (1:20)_____Specialization

2. Career Education Infusion - An effort to incorporate career education concepts into all subject matter courses and activities. The emphasis is on education as preparation for work._____ Integration

3. Career Exploration - A series of community-based and school-based activities designed to allow an individual student or group of students to investigate and experience a variety of career options._____.Exploration

4. Career Development - An individual's developmental growth toward the formulation of a viable self concept which can be implemented both vocationally and avocationally. It is a lifelong process which involves a series of experiences, decisions and interactions. (2)_____ Integration

5. Career Guidance - Career guidance is the utilization of techniques including individual, group counseling, and a variety of media for the dissemination of occupational information, and modifications of existing curriculum to meet student needs. Career guidance assists the students in career planning and dicision-making, enables the student to view life styles and personal satisfactions, and investigates education, work and leisure alternatives. (2:5)_____Supplementation

6. Career Planning Folder - A printed document that contains information for and about students. The information includes assessed self-characteristics, records of experiences, educational and work achievements, and other materials used by students for educational and career planning. This folder forms part of a monitoring system which also delineates necessary steps and competencies in the career development process. (3)_____Supplementation

7. Community-Based Instruction - A process which provides experiences for students to acquire needed subject-related competencies through activities which take place in the community._____ Integration/ Exploration

8. Community-Based Organizations - There are many programs sponsored by community groups which provide experiences for students to learn about themselves and the world of work. Two well-known programs are the Jr. Achievement programs, sponsored by local businessmen, and

the Explorer Scouts, sponsored by the Boy Scouts of America. Local service clubs are a good source for these kinds of programs. _____ Supplementation

9. Community Serivce - A program offered through the school curriculum which allows a student to earn credit through serving the community in a variety of roles. Membership on a community committee, such an ad hoc or task force committee for city government, membership on an advisory committee for a school or agency, or volunteer work are a few of the opportunities. The primary purpose is to allow the student experience in contributing to others. (3) _____ Supplementation

10. Cooperative Vocational Education - A program in which the school and business/industry plan sequential learning experiences which facilitate student achievement of occupational competencies in a specific field. It combines classroom instruction with paid, on-the-job learning experiences and is designed for entry-level employment. (4) _____ Specialization

11. Distributive Education - A program designed to provide training related to careers in marketing, merchandising and management. (4) _____ Specialization

12. Diversified Occupations Program - A high school course combining classroom instruction with supervised experiences in a variety of occupations. (4) _____ Exploration

13. Exploratory Courses - School subjects that are designed to provide the student with a broad, general, overall view of the knowledge and skills involved in a field of learning or an occupation. (4:A-8) _____ Exploration

14. Exploratory Work Experience - A school program designed to provide students with paid or unpaid on-the-job work experiences in a variety of occupations, to help them identify job characteristics in relation to their own abilities and characteristics. _____ Exploration

15. Furlough - A program which allows learners to leave and reenter the school system to obtain a full-time job, engage in volunteer services, or travel, either for credit (if objectives are established and met) or for no credit. (1:20) _____ Specialization

16. General Work Experience - A program which provides school supervision of students with part time employment to assist them in acquiring skills necessary to maintain successful employment. _____ Specialization

17. Industrial Arts Education Programs - "Those education programs which pertain to the body of related subject matter, or related courses, organized for the development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Included are learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials, and processes which provide opportunities for creativity and problem solving and assisting individuals in the making of informed and meaningful occupational choices." (4:A-11) _____ Exploration

18. Job Placement Program - A generic term which includes (1) program needs assessment, (2) pre-employment preparation, (3) job development, (4) placement and referral, (5) follow-up and follow-through, and (6) evaluation, and refers to the total program. (AIR, 1976) For students it refers to a program which assesses job requirements and student abilities and includes the placement of students into appropriate full-time and part-time jobs. _____ Specialization

19. On-the-Job Training - Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation. Usually, the minimum or beginning wage is paid. (4:A-14) _____ Specialization

20. Peer Counseling/Tutoring - A program offered through the curriculum in which students are taught counseling and tutoring skills and then given assignments to work with other students. Training can be offered through a course, through the guidance services, through a school-based organization such as Future Teachers of America, or through student teachers or counseling field work students. (5:1) _____ Supplementation

21. Pre-employment Preparation - The development of student job-seeking and job-keeping skills. A typical program should concentrate on the development of student skills in the areas of (1) self-assessment, (2) employer expectations, (3) job

search techniques, (4) communication techniques, and (5) interview techniques. (6:1) — Integration or Supplementation

22. Prevocational Education - A program designed to provide the student with knowledge of his/her own interests and abilities in relation to potential careers in a variety of occupational fields. Courses within such basic occupational fields as agriculture, business, homemaking or industrial/technical arts develop remedial skills as well as provide knowledge and appreciation needed to enter the world of work. (4) — Exploration

23. Regional Occupational Center - "A vocational or techical training program established and maintained in a separate identifiable physical facility." (4:A-16) — Specialization

24. Regional Occupational Program - "A vocational or technical training program which meets the criteria and standards of institutional programs in regional occupational centers and which is conducted in a variety of physical facilities which are not necessarily situated in one single plant or site." (4) — Specialization

25. School-Based Organizations - Clubs offered through the school extracurricular program often include experiences which relate ot careers. Future Teachers of America can offer students a chance to volunteer as an elementary classroom aide or be trained as a peer tutor. Jr. Business clubs have speakers talk about opportunities in business and provide field trips, etc. Other clubs not specifically related in more career awareness, such as Jr. Statesmen, provide student government days on the local and state level. — Supplementation

26. School Related Projects - Many schools have projects for students to use specific occupational skills, such as student-run food services, student stores, student-run child care centers, etc. — Supplementation/Exploration

27. Shadowing - A program where the student spends a day or more with one worker from the beginning of the day to the end, including lunch periods, meetings, evening commitments related to the job, etc. — Exploration

28. Teacher-Advisor Programs/Folders - A program which allows a teacher to become an advisor to help the student progress through the available programs of career development as well as educational planning. The folder provides a monitoring system similar to the career folder to help the student and teacher-advisor assess student progress toward his/her goal. Supplementation

29. Technical Education - Education to earn a living in an occupation in which success in dependent largely upon technical information and understanding of the laws of science and principles of technology as applied to modern design, production, distribution and service. (4:A-19) Integration

30. Trade Preparatory Programs - An educational program usually offered in full-time day trade or technical institutes to proved the needed general education and employment skills necessary for successful entry to an industrial occupation. (4) Specialization

31. Vocational Education - Training conducted to prepare individuals for gainful employment as simi-skilled or skilled workers. Can include field/laboratory work, remedial, academic and technical instruction. Specialization

32. Vocational Training - All programs which provide specialized vocational skills for a specific career area. This program can combine classroom instruction with employment opportunities directly related to the student's occupational goal. Specialization

33. Vocational Work Experience Education - "A program which is a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal." (4:A-22) Specialization

34. Work-Study - A school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid to enter or continue their education and training in a vocational education program. The part-time employment may or may not be related to the student's occupational objective or vocational program. (1:21) Specialization

COORDINATOR'S GUIDE

Module 38

HELPING YOUNG ADULTS MAKE
THE SCHOOL-TO-WORK TRANSITION

By

Sharon C. Johnson, C.D. Johnson and E. Niel Carey

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

March 1979

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COORDINATOR'S ROLE

Your role as coordinator is vital to the participant's successful completion of this Module. The following guidelines have been prepared to assist you.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but should feel alert, interested and motivated.

Set the Pace

Maintain the right pace. If activities such as discussion or participation bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things up, and this can be planned ahead. If things are going too fast and people are getting lost, slow down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the Module --- winding up an activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times

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listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over --- especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the Module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the post-assessment items for each activity which are part of the assessment. You may want to keep a record of each participant's progress. In general, maintain the quality level of the workshop.

FUNCTIONS OF COORDINATOR

Prior to the workshop:

1. Study this Module thoroughly ahead of time. Be familiar with all participant materials and this Coordinator's Guide. It is strongly recommended that you participate in the Module before you lead it with a group.

2. Make sure all needed materials are present for the workshop. Participants may need a few sheets of blank paper. You may want to use a blackboard or newsprint to record group activities to share with the total group.

3. Package the materials by activity. This will save time and will facilitate a smoothly conducted set of activities

4. Make sure that room arrangements are appropriate. Since many of the activities are done in small groups, the best arrangement is tables with five or six chairs per table.

At the Workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the Module.

2. Establish time limits (lunch, when the day ends) and the schedule for the day, and do your best to stick to them.

3. Follow the instructions in this guide for the following:

A. Introductory Activity

B. Introduction: Module Goal, Objectives, Outline and Glossary
C. Session I: The Nature of Youth Employment and Unemployment
D. Session II: Competencies Young Adults Need for the Transition from School-To-Work
E. Session III: Programs and Processes that Facilitate The Transition From School-To-Work
F. Session IV: Community Resources As Instructional Alternatives.
G. Session V: Putting It Together
H. Module Wrap-Up

4. Having the participants read the entire text before discussion can become lethal. The Coordinator reading the text instead is even worse. Lecture from the text, indicating the main points (i.e. right hand column) and give plenty of examples. Be sure to ask for their ideas and comments as you go along. Lecturing means that you have to know the material well. Circulate among participants during the activities to answer questions and help whenever needed.

5. Conduct wrap-up sessions at the end of each section and at the end of the whole module. Your tasks here are to:

A. Summarize what has gone on and been accomplished.
B. Resolve any unanswered questions.
C. Point out sources for additional study.

MODULE GOAL

The goal of this module is to provide you, the workshop participant, with knowledge and experience in: (1) stating a rationale for creating a program to assist young adults in the transition from school-to-work; (2) employing student competencies and reasons for their importance to plan where and when they can best be learned; (3) using knowledges of curriculum functions and available programs/processes currently in operation in your work setting to analyze the curriculum offerings associated with desired student school-to-work competencies; (4) using knowledge of community resources and strategies in preparing a plan of alternative learning activities; and (5) planning a program to assist young adults in their transition from school-to-work.

This module is designed for four groups of participants: (1) local school personnel, including teachers, counselors, work experience coordinators and administrators or managers; (2) school district personnel concerned with curriculum changes and/or community liaisons; (3) community members representing organizations, business and industry; and (4) students enrolled at the graduate level in teacher, counselor or administration certification programs. Ideally, a team of two or more from the same school site might benefit more by working together to produce a comprehensive and detailed plan to help the young adults in their community.

MODULE OBJECTIVES

On successful completion of this module, the participant will be able to:

1. State a rationale for creating a program or system for assisting students in your school in the transition of school-to-work and will identify reasons for the unemployment and underemployment of young adults.

Successful achievement will require the participant (1) to complete worksheet 1.2 with a minimum of four reasons for both female and male and (2) to complete worksheet 1.3 by including at least 8 of the following reasons and categories of reasons.

- Individuals need to work for self-identity, achievement and security.
- Schools are like cocoons.
- Schools and universities have a false distinction between working and learning.
- Main function of schools is to produce individuals who can perform as citizens, parents, workers and consumers.
- Schools and places of employment use different languages.
- Educators lack experiences in actual world-of-work.
- There are some restricting laws.
- Schools have not included instruction in employability skills.
- Parents have not generally helped their children explore the world-of-work.
- Reasons for underemployment.
- Patterns of young adult's employment.

Upon completion the worksheets will be exchanged by workshop participants who will evaluate them by using

the above reasons and categories of reasons as a checklist. The list will be read by the Coordinator or can be duplicated and passed out.

2. Employ student competencies and reasons for their importance to plan where and when the competencies can best be learned in the school/work setting.

Successful achievement will require the participant to complete worksheet 2.2. The worksheet requires the participant to list from 2 to 4 means for six competency categories and the grade in school when the compentencies should be introduced.

Upon completion, the worksheets will be exchanged by workshop participants who will evaluate them by checking the correct answers from the checklist read (or passed out) by the workshop coordinator.

3. Use knowledges of curriculum functions and available programs/processes currently in operation in your work setting to analyze the curriculum offerings associated with desired student school-to-work competencies.

Successful achievement will require the participant to complete worksheets for Activities 3.2, 3.3. and 3.4. Activity 3.2 will have column on competency category complete and a response for each program/process as to yes or no. Activity 3.3 will be successfully completed if at least 10 additional program/processes are listed with related curriculum functions identified correctly. Activity 3.4 will be successfully completed if at least 3 categories are listed correctly with 2 or more personnel/resources from text,

with comments identifying what can be done for each.

Upon completion of Activity 3.4, worksheets 3.3 and 3.4 will be exchanged with workshop participants who will evaluate them using the criteria established for success as read by and explained by the coordinator.

4. Use knowledges of community resources and strategies in preparing a plan of alternative learning activities for selected curricular areas for your work situation.

Successful achievement will require the participant to complete worksheet Activity 4.1 with: (1) at least 2 reasons from the text for each of 5 curricular areas the teachers should use community resources as alternative learning activities; (2) at least 3 types of community resources (one government, one local business and one industry) for each curricular area; and (3) at least 3 suggested strategies appropriate for the curricular area.

Upon completion, the worksheets will be exchanged by workshop participants who will evaluate them using the criteria established for success and asking the coordinator for any validation necessary.

5. Use the content of the four (4) previous sections to develop for your work site a plan for identifying and implementing changes necessary to create a program to assist students (and young adults) in their transition from school-to-work.

Successful achievement will require the participant to complete in full Activity 5.2. Each section of the

activity must by completed using materials delineated in Activity 5.1.

Upon completion, worksheets will be exchanged by workshop participants who will evaluate them by checking each part of the plan, by checking for task feasibility, and by checking to see if the times seem reasonable. The coordinator will read sections from which participants will use as guides to evaluate the worksheets.

SPECIFIC SUGGESTIONS FOR EACH SECTION

INTRODUCTION

Introductions, Module Goal and Objectives, Module Outline

1. Introductions

   A. Ice-breaker - It is helpful that participants know each other's name and work title and location. You may have a get acquainted exercise that has been effective for you in past situations. If not, you may want to use the "Peter-Paul" activity of introductions or the "Who Am I" written activity. The "Peter-Paul" activity can be used for the whole group if it is not too large or can be used for small groups comprising the whole set of participants.

      (1) Number off the whole group in pairs.

      (2) Each member of each pair is to take 1-1/2 minutes to introduce her/himself to her/his partner.

      (3) After 1-1/2 minutes instruct the group that the other partner is to now introduce her/himself to her/his partner.

      (4) After 1-1/2 minutes you ask them to stop.

      (5) If the number of participants is not too great, each participant will get up and introduce his/her partner to the whole group.

If the total group is too large and you have divided them into smaller groups, they are instructed to introduce their partners to the smaller group.

(Alternative) The "Who Am I" activity is equally effective and parsimonious.

(1) Give each participant an 8-1/2 x 11 piece of paper.

(2) Each is to write her/his name and title at the top.

(3) They are then instructed to write 5 to 10 questions (coordinator's option) they would be willing to answer about themselves with the answers to each question written below the questions.

For example: "Where do you live?"
I live in Smoketown, California, in the N.E. area next to farming area. - or -
"Where did you get your training?"
I got my AA from Still Community College, BA from Slightly Moving College, and my MA in Watching Life from A Little Faster University.

(4) After all have finished, ask the whole group to get up and mill around meeting at least 10 participants they don't know. They

are to read the "Who Am I" sheet that is pinned or taped to the front of the person's clothing.

Additional Resources

(1) Bates, M. and Johnson, C.D., Group Leadership: A Manual for Group Leaders. Denver: Love Publishing, 1972.

(2) Pfeiffer, J.W. and Jones, John E. Group Facilitator Handbook (series). LaJolla, Ca.: University Associates, 1970-79.

2. Instruct participants to read pages 1, 2, 3 and 4 of the Introduction. After they have finished go through and highlight points you feel are important.

3. Module Goal and Objectives

(1) Have participants read the Module Goal and Module Objectives.

(2) Explain that this is one of a set of Modules and that this Module is to help participants utilize school and community resources to establish a plan to help young adults to make the transition from school-to-work more effective.

(3) Explain that this Module is designed for counselors, teachers and others who have some knowledge about school-based programs and personnel.

4. Module Outline

   (1) Have participants review the Module Outline

   (2) Tell them they will be involved in five sessions. Each of these sessions will present basic information and will have an activity to help participants apply the text information to a given situation.

   (3) The time schedule is only a guide and may vary some. (If this material is being presented over a series of sessions, such as within the framework of a continuing class, the pattern could be emphasizing one section each time.)

5. Now ask for questions from participants. After answering, move on to SECTION 1.

SECTION 1

HELPING YOUNG ADULTS MAKE THE SCHOOL-TO-WORK TRANSITION: THE NATURE OF YOUTH EMPLOYMENT AND UNEMPLOYMENT

1. Instruct the participants to read pages 12 and 13.
2. Hand out Activity 1.1 and 1.2 sheets and have participants fill in instructing them that when they have finished 1.1 go right on to Activity 1.2
3. When most of the participants are through, you are to open up a discussion on the answers they have listed in Activity 1.2. Read the following instructions.

After you have finished, the Coordinator will lead a 10 minute discussion so that participants can share the reasons and factors they have listed. You are to add to your list for both the underemployed (4) and the unemployed (5).

4. After the discussion, instruct the participants to read pages 17-23. Allow ample time.

5. When all are through and after you have passed out Activity 1.3 worksheet, read the directions answering any questions.

6. When all are through, instruct participants to exchange Activity worksheets 1.2 and 1.3. The participants will evaluate the successful completion of the module activities.

   Activity 1.2 is correct if the participant has identified a minimum of 4 reasons for the female and 4 reasons for the male for each unemployment and underemployment.

   Activity 1.3 is correct if the participant has included a minimum of eight (8) of the following in the rationale for creating a program or system.

   -Individual's self-identity, sense of achievement and security
   -Schools operate in cocoons
   -Schools and universities create false distinction between school and work
   -Main function of schools is to produce individuals who have skills in citizenship, parenting, working and learning
   -Schools and work places use different languages
   -Educators lack experiences in the actual world-of-work
   -There are restricting laws
   -Schools have not included employability skills in their instruction
   -Parents have not generally helped their children explore the world-of-work
   -Reasons for underemployment
   -Patterns of young adult's employment

Have the papers returned and answer questions.

7. Briefly summarize Section 1 (pp. 22-23).

SECTION 2

COMPETENCIES YOUNG ADULTS NEED FOR THE TRANSITION FROM SCHOOL-TO-WORK

1. Instruct participants to read pages 28 and 29. Then refer to Appendix A and briefly review the references and some of the competencies.
2. Review Figure 1 (page 30) and the accompanying explanations (page 31) with the participants.
3. Instruct participants to read pages 31-34 and underline any specified reasons why the student competencies should be addressed in the young adult's education.
4. Please have the students complete Activity 2.1 and when they are finished, exchange their activity sheet with another participant. Use the following as the answer key.

Activity 2.1

Category of Competencies	Reasons for Inclusion in Student's Education
(1) Self-characteristic	Necessary for decision making (p.32)
(2) Opportunities	Greater work and schooling possibilities (p.30) Greater chances for success in the job market (p.33)
(3) Planning skills	Establish and achieve goals (p.33) Allows for greater control over our environment (p.33)

(7) advancement	school, (media, parents, peers community)	grade 12 on: age 18 on
(8) communication	school, (home community)	grade 7-16 : age 12-22

Successful completion of this activity is when participants have successfully answered 5/6 of Column How/Where and Column When. School must be included for each category in "How/Where" column to reinforce that the school does have a responsibility to teach these competencies. Other options may vary with each individual. Ages are approximate but are indicated during the high school years based on the assumption that although skills that have carry-over value in the school-to-work transition may be learned prior to entering high school, the focus on conscious development of skills for this purpose will not occur until the time of transition is within the student's vision (usually grades 9-12 when they share a school environment with students who are actually graduating).

6. Summarize briefly the section, highlighting the necessity of having clearly stated student competencies with reasons and what sources might be used at what grade level or age.

SECTION 3

PROGRAMS AND PROCESSES THAT FACILITATE THE TRANSITION FROM SCHOOL TO WORK

1. Instruct participants to read the INTRODUCTION and sub-section PROGRAMS/PROCESSES. Next, you should lead a discussion on the advantages of using a multiple program approach, instructing participants to add additional reasons to the list.
2. Hand out Activity 3.1 worksheet. Read the directions and have participants finish.
3. After asking for and answering questions instruct participants to read the sub-section CURRICULUM FUNCTIONS. When most are through, go back and highlight each function.
4. Hand out Activity 3.2. Have participants turn to Appendix B and read the descriptions. Lead a discussion on what competencies or category of competencies each does or might be able to deliver. In general the competencies can be

   1-4 best taught in programs/processes offered in the school

   5-8 best taught in programs where the student is in a work-setting

   1-8 all can be taught in programs/processes that incorporate both on-campus and off-campus learning.

There are considerable differences in programs from school to school. Determination should be made based on participant's knowledge of program/process at her/his own school. In case of an unfamiliar program use Appendix B definition for making determination. (Use "what is" rather than "what should be" as criteria). While the discussion is in process, participants should be marking/completing the worksheet for Activity 3.2 Answers on page 18b).

5. Hand our Activity 3.3 and 3.4 worksheets. It is recommended here that participants from the same school/area work together; however, if a participant is the lone representative you may choose to form small groups

ACTIVITY 3.2

Directions: The numbers preceding each program process refers to a competency category. Circle the numbers representing areas which are covered in the indicated program/process. Also indicate the programs/processes which are currently offered in your work setting.

1 Self-characteristics	2 Opportunities	3 Planning	4 Work-seeking	5 Work habits	6 Maintenance	7 Advancement	8 Communication		Currently in your work setting	
									Yes	No
1	2	3	4	5	6	7	8	Apprenticeship Programs	____	____
1	2	3	4	5	6	7	8	Career Education Infusion	____	____
1	2	3	4	5	6	7	8	Career Exploration	____	____
1	2	3	4	5	6	7	8	Career Development	____	____
1	2	3	4	5	6	7	8	Career Guidance	____	____
1	2	3	4	5	6	7	8	Career Planning Folder	____	____
1	2	3	4	5	6	7	8	Community-Based Instruction	____	____
1	2	3	4	5	6	7	8	Community-Based Organizations	____	____
1	2	3	4	5	6	7	8	Community Service	____	____
1	2	3	4	5	6	7	8	Cooperative Vocational Education	____	____
1	2	3	4	5	6	7	8	Distributive Education	____	____
1	2	3	4	5	6	7	8	Diversified Occupations Program	____	____
1	2	3	4	5	6	7	8	Exploratory Courses	____	____
1	2	3	4	5	6	7	8	Exploratory Work Experience	____	____
1	2	3	4	5	6	7	8	Furlough	____	____
1	2	3	4	5	6	7	8	General Work Experience	____	____
1	2	3	4	5	6	7	8	Industrial Arts	____	____
1	2	3	4	5	6	7	8	Job Placement	____	____
1	2	3	4	5	6	7	8	On-The-Job Training	____	____
1	2	3	4	5	6	7	8	Peer Counseling/Tutoring	____	____
1	2	3	4	5	6	7	8	Pre-Employment Preparation	____	____
1	2	3	4	5	6	7	8	Pre-Vocational Education	____	____
1	2	3	4	5	6	7	8	Regional Occupation Center	____	____
1	2	3	4	5	6	7	8	Regional Occupational Program	____	____
1	2	3	4	5	6	7	8	School-Based Organizations	____	____
1	2	3	4	5	6	7	8	School Related Projects	____	____
1	2	3	4	5	6	7	8	Shadowing	____	____
1	2	3	4	5	6	7	8	Teacher-Advisor Programs	____	____
1	2	3	4	5	6	7	8	Technical Education	____	____
1	2	3	4	5	6	7	8	Trade Preparatory Programs	____	____
1	2	3	4	5	6	7	8	Vocational Education	____	____
1	2	3	4	5	6	7	8	Vocational Training	____	____
1	2	3	4	5	6	7	8	Vocational Work Experience	____	____
1	2	3	4	5	6	7	8	Work-Study	____	____

or let each work by her/hirself.

Read the directions out loud. Ask for questions. Have the participants finish.

6. When all are complete, they are to exchange worksheets. You are to read the criteria and answer any questions.

   Activity 3.3 will be successfully completed if at least 10 programs/processes are listed (in addition to the one provided in the example) with related curriculum functions identified correctly.

   Activity 3.4 will be successfully completed if at least 3 categories are listed with two or more personal/resources with comments identifying what can be done for each. If fewer than 3 categories are indicated, the participant should be encouraged to brainstorm ways to strengthen already adequate categories and add them to the list.

7. Summarize the section highlighting that there are existing programs/processes with identifiable curriculum functions which can, in many cases, form the basic foundation to build upon.

SECTION 4

COMMUNITY RESOURCES AS INSTRUCTIONAL ALTERNATIVES

1. Instruct participants to read pages.
2. You are to lead a brief discussion on the materials the participants have just read. The discussion

should be limited to questions - answers only.

3. Lead a discussion on the sub-sections RESOURCES and USES.
4. Hand out Activity 4.1, read the directions and answer questions. Allow participants to work together if they wish to in order to generate more ideas.

5. When all (or most) are through, instruct participants to exchange worksheets.

   WRITE THE CRITERION FOR EACH COLUMN ON THE CHALKBOARD (OR PAPER).

   Instruct participants to check each column noting any answers that are not complete or seem incorrect. There are few, if any, incorrect answers, only limited ideas and applications make this activity ineffective.

6. Briefly summarize the section, highlighting the use of community resources as alternative learning strategies.

SECTION 5

PUTTING IT TOGETHER

1. Go over the objective to insure each participant understands that the plan is unique to her/his work situation.
2. Participants from the same work site should work together as a team.
3. The activity is planned so that participants will complete the activity groups of three.
4. You are to read <u>all</u> instructions for all Activities at one time answering questions and clarifying statements when necessary.
5. Be cognizant of the time. Subtract thirty minutes from the time left for the wrap-up exercise.
   how much time you can allocate for each Activity. Write the time on the board and remind them as you go.

   For example: 3:00-3:10 Activity 5.1 (At 3:10 say move to Activity 5.2)
   3:10-3:20 Activity 5.2 (At 3:20 say move to Activity 5.3)

   Etc.

MODULE OUTLINE

Approximate Time	Activity	Objective(s)
30 minutes	Introduction: Getting Acquainted, Module overview, Module Goal and Objectives; Pre-assessment	
60 minutes	Text on The Nature of Youth Employment and Unemployment; Activity on reasons or factors and Activity on preparing a rationale	1
60 minutes	Text on Competencies Young Adults Need; Activity on why they should be included in the curriculum and an activity on where and when they might be introduced	2
90 minutes	Text on Programs and Processes that Facilitate the Transition From School-To-Work; Activity on advantages of a multiple approach; Activity on current programs and processes; and Activity on current program weaknesses	3
45 minutes	Text on Community Resources as Instructional Alternatives; an Activity of listing curricular areas, reasons they should use community resources, identifying community resources and suggesting strategies that might be used.	4
45 minutes	Completing a plan for identifying and implementing changes.	5
30 minutes	Summary and Post-assessment activities	

OUTSIDE MATERIALS NEEDED FOR MODULE

ACTIVITY
1.1
1.2
1.3
2.1
2.2
3.1
3.2
3.3
3.4
4.1
5.11
5.12
5.13
5.14
5.16
5.17
5.18
5.19
5.21
5.22
5.23
5.24
5.25
5.26

ACTIVITY 1.1

WHO DO YOU KNOW THAT . . . ?

This activity is designed to bring to your awareness factors and/or reasons for the young adult's (ages 17-22) unemployment and underemployment. You will identify students you know and will try to recognize reasons why they are unemployed or underemployed.

> Directions: You are to complete the following by writing in the first names or initials of students you know who are in the following categories.

Category	Name or Initials
1. Employed part time and going to school	Female _____
	Male _____
2. Employed full time and going to school	Female _____
	Male _____
3. Employed part time and not going to school	Female _____
	Male _____
4. Underemployed (Trained or skilled in an occupational area but working in another unrelated job because s/he cannot find work in her/his area of training and qualifications.)	Female _____
	Male _____
5. Unemployed (Not working but actively seeking employment)	Female _____
	Male _____
6. Unemployed (Not working and not seeking employment)	Female _____
	Male _____

ACTIVITY 1.2

Directions: Now consider the individuals that you have listed in categories 4 and 5 above. Enter their names or initials in the spaces below and then list the reasons or factors that might have contributed to the unemployment or underemployment status of these individuals.

4. Underemployment

Female _____

Reasons or Factors: 1. _____

2. _____

3. _____

4. _____

5. _____

Male _____

Reasons or Factors: 1. _____

2. _____

3. _____

4. _____

5. _____

5. Unemployment

Female _____

Reasons or Factors: 1. _____

2. _____

3. _____

4. _____

5. _____

Male _____

Reasons or Factors: 1. _____

2. _____

3. _____

4. _____

5. _____

ACTIVITY 1.3

Directions: Refer back to Activity 1.2 to the list of factors for each of the students you identified that was underemployed and unemployed. Refer also to the text. Using the factors and/or the content presented in this section, you are to write a rationale for creating a program and/or system of activities for assisting young adults in the transition from school-to-work.

ACTIVITY 2.1

Directions: (1) You are to write in the categories of competencies in the spaces provided below. (2) After each write in one or more reasons why young adults should be able to demonstrate competencies in each.

CATEGORY OF COMPETENCIES:	REASON(S) FOR INCLUSION IN STUDENT'S EDUCATION
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	

ACTIVITY 2.2

Students learn from four major sources:

1) formal schooling (classes)
2) informal sources (family, peers)
3) community
4) media

> Using your knowledge of the eight categories of competencies plan how and/or where (using the four sources indicated above) the major competencies within each category can best be learned and when (age and/or grade level) it should be learned.

CATEGORIES OF COMPETENCIES	HOW/WHERE (school, community, home, peers, media)	WHEN (age, grade level)
1) self-characteristics	school, home, peers	Grade 9 (begins at age 12)
2) opportunities	media, school, community	Grade 10
3) planning skills		
4) work-seeking skills		
5) work habits		
6) maintenance		
7) advancement		
8) communication		

-A team approach provides an opportunity to establish a developmental scope and sequence of competencies.

-Teamwork fosters a cooperative and positive attitude which carries over into relationships with students.

Above are a few reasons why schools should use the many existing programs already available and implemented in local schools. You may have others. In planning programs it is usually necessary to include a rationale or reasons why a process is chosen. Using one or more of the advantages above or others that you may want to include, you are to complete Activity 3.1.

ACTIVITY 3.1

Directions: You are to state one (1) advantage each for students, staff and school in the multiple program approach to providing school-to-work competencies.

1. _____

_____

2. _____

_____

3. _____

_____

CURRICULUM FUNCTIONS

In defining a delivery system, it is helpful to look at the defined functions of any curriculum and follow a sequence that will be in accord with the rest

ACTIVITY 3.2

Directions: The numbers preceding each program process refers to a competency category. Circle the numbers representing areas which are covered in the indicated program/process. Also indicate the programs/processes which are currently offered in your work setting.

1 Self-characteristics	2 Opportunities	3 Planning	4 Work-seeking	5 Work habits	6 Maintenance	7 Advancement	8 Communication		Currently in your work setting
1	2	3	4	5	6	7	8	Apprenticeship Programs	Yes____ No____
1	2	3	4	5	6	7	8	Career Education Infusion	____ ____
1	2	3	4	5	6	7	8	Career Exploration	____ ____
1	2	3	4	5	6	7	8	Career Development	____ ____
1	2	3	4	5	6	7	8	Career Guidance	____ ____
1	2	3	4	5	6	7	8	Career Planning Folder	____ ____
1	2	3	4	5	6	7	8	Community-Based Instruction	____ ____
1	2	3	4	5	6	7	8	Community-Based Organizations	____ ____
1	2	3	4	5	6	7	8	Community Service	____ ____
1	2	3	4	5	6	7	8	Cooperative Vocational Education	____ ____
1	2	3	4	5	6	7	8	Distributive Education	____ ____
1	2	3	4	5	6	7	8	Diversified Occupations Program	____ ____
1	2	3	4	5	6	7	8	Exploratory Courses	____ ____
1	2	3	4	5	6	7	8	Exploratory Work Experience	____ ____
1	2	3	4	5	6	7	8	Furlough	____ ____
1	2	3	4	5	6	7	8	General Work Experience	____ ____
1	2	3	4	5	6	7	8	Industrial Arts	____ ____
1	2	3	4	5	6	7	8	Job Placement	____ ____
1	2	3	4	5	6	7	8	On-The-Job Training	____ ____
1	2	3	4	5	6	7	8	Peer Counseling/Tutoring	____ ____
1	2	3	4	5	6	7	8	Pre-Employment Preparation	____ ____
1	2	3	4	5	6	7	8	Pre-Vocational Education	____ ____
1	2	3	4	5	6	7	8	Regional Occupation Center	____ ____
1	2	3	4	5	6	7	8	Regional Occupational Program	____ ____
1	2	3	4	5	6	7	8	School-Based Organizations	____ ____
1	2	3	4	5	6	7	8	School Related Projects	____ ____
1	2	3	4	5	6	7	8	Shadowing	____ ____
1	2	3	4	5	6	7	8	Teacher-Advisor Programs	____ ____
1	2	3	4	5	6	7	8	Technical Education	____ ____
1	2	3	4	5	6	7	8	Trade Preparatory Programs	____ ____
1	2	3	4	5	6	7	8	Vocational Education	____ ____
1	2	3	4	5	6	7	8	Vocational Training	____ ____
1	2	3	4	5	6	7	8	Vocational Work Experience	____ ____
1	2	3	4	5	6	7	8	Work-Study	____ ____
									____ ____

ACTIVITY 3.3

Directions: From the list of 34 programs/processes in Activities 3.1 and 3.2, and from the list of 4 curriculum functions, you are to complete the chart below. In Column 1 are the eight categories of school-to-work transition competencies.

1. You are to add by writing in space provided Column 2 a minimum of 2 programs/processes.
2. You are then to write in the space provided under column 3 the appropriate curriculum function.

Column 1 Categories of Competencies	Column 2 Programs/Processes	Column 3 Curriculum Function
1. Knowledge of self-characteristics	Example: 1. Career Educ. Infusion	Integration
	2.	
2. Opportunities	3.	
	4.	
3. Planning Skills	5.	
	6.	
4. Work-Seeking Skills	7.	
	8.	
5. Work Habits	9.	
	10.	
6. Maintenance	11.	
	12.	
7. Advancement	13.	
	14.	
8. Communication	15.	
	16.	

Pre-employment

Employment

ACTIVITY 3.4

Directions: Using the list from Activity 3.2 and an awareness of the ways competencies are delivered within the curriculum (curricular functions) you are to analyze your school's curriculum in terms of:

1. Competency categories to be addressed.
2. Personnel or resources which should be involved/used in the delivery of specific competency categories
3. Would inclusion of this competency area require major additions or revisions in the current curriculum?

Column 1 Competency Categories to be addressed	Column 2 Personnel/Resources	Column 3 Requires major addition/revision of current curriculum: Comments
(Example:) Opportunities	Work experience Career Center Counselors	No. It will, however, have to be coordinated with other programs.

Students are often times hesitant to leave the security of the school and, therefore, the chances for success are increased when a planned sequence of activities are provided which move from involvement with community members in the classroom to more extensive experiences away from the school. The integration of experiences, which utilize community members, can be a tremendous resource to the classroom teacher charged with delivering school-to-work transition skills.

ACTIVITY 4.1

This activity is designed to give you an opportunity to utilize the material in this Section to prepare a chart that can be used with educators in your work location.

1) Using curricular areas you are familiar with you will fill in column one. The areas might be mathematics, biology, sciences, physical education, physical sciences, etc.
2) You are to supply at least <u>two</u> reasons you will use to get teachers in that subject area to use community resources.
3) You are to list at least <u>three</u> types of potential resources.
4) You are to offer at least three strategies as suggestions from the list in the text.

When you have completed the activity, wait until the Coordinator gives further instructions. When everyone has finished, you will be instructed to exchange worksheets for purposes of validating your answers.

ACTIVITY 4.1

Directions: Complete the chart below by filling in all the blanks. In column one, curricular areas, list five (5) curriculum areas you think you can work with. Next, list at least two (2) reasons you would use to persuade them to utilize community resources as an alternative strategy. In the third column you are to add at least three (3) community resources you feel appropriate for that curricular area. In the last column you are to identify at least three (3) strategies you can suggest to the teachers of that curricular area that might be useful to students.

Curricular Areas	Reasons the teacher should use community resources	Type of community resource(s) suggested	Suggested strategies (types of experiences) appropriate for the Curricula Are
Example: 1.English	1a Use knowledge in real life situation	Business-Communication	Speaker, internship
	1b Learn work roles	Newspaper	Internship
	1c Appreciate needed writing skills	County Supervisor	Shadowing
2.			
3.			
4.			
5.			
6.			

ACTIVITY 5.1

Directions: You will complete a tentative plan for your work site by completing the following set of activities. Activity 5.1 is designed to function as a worksheet for the completion of tasks delineated in Activity 5.2. Please fill in the spaces with the requested data. Be as accurate and realistic as possible.

5.11 Statement of Purpose

Each plan must have direction or purpose. Please complete a statement of purpose. (Example: To plan for identifying and implementing changes necessary to create a program to assist young adults to make the transition from school to work.)

Activity 5.1 (Fill in) _____

_____

_____

5.12 Form a Steering Committee

You can't do it alone and the school can't do it alone. You must assemble a small group of supportive and interested individuals who want to address the purpose in Activity 5.1. Consider including a school and/or district administrator, 2 or 3 key teaching staff members, one or two parents, and representatives you think are key to the community.

_____ _____

_____ _____

_____ _____

_____ _____

5.13 Tasks for Steering Committee

It is important that some tasks be listed prior to the first Steering Committee meeting. It is equally important these tasks be delineated for administrative review and/or approval. The following is a set of information needed for discussions.

a) Determine size and nature of problems in your area.

Activity 5.13 (List kinds and/or sources of data needed, e.g., unemployment, newspapers, etc.)

_____

_____

_____

_____

_____

b) What competencies or category of competencies do students need to make the transition from school-to-work? (Refer to Section 2 and Appendix A.)

Activity 5.14

( ) _____ - ( )

( ) _____ - ( )

( ) _____ - ( )

( ) _____ - ( )

( ) _____ - ( )

Activity 5.15 You are to priortize these by placing in the ( ) the order of importance you feel the competency is.

c) What competencies are currently and explicitly delivered through the curriculum?

(Refer to Section 3 where you analyzed curriculum for weaknesses and strengths in the delivery of identified competencies. Other sources to investigate are teachers, course descriptions, students, administrators, and counselors.)

Activity 5.16 Identify curriculum areas of

Strengths Weaknesses

d) What are some community resources which can be utilized to deliver needed competencies?

Activity 5.17 Identify community resources available and processes to utilize their help, e.g., parents, leaders, organizations, etc.

(Example: Bank can be used for internship,shadowing, speaker.)

(Activity 5.17 Continued)

e) What changes are necessary to insure students have the opportunity to gain necessary competencies for a successful transition from school-to-work?

Activity 5.18 Recommend additions, revisions and/or modifications of present curriculum based on data collected from steps a - d.

Recommendation	Source of supportive data

5.19 Sample Strategies or Types of Experiences

Directions: Read the following. In order to implement the ideas you have defined in Activities 5.1 - 5.8 above, the following list of sample strategies are offered. Effectiveness is increased when you and the steering committee members have a choice of ways to accomplish each step. These strategies are only samples which can and should be modified, added to and changed to meet the specific needs of your situation.

1. Steering Committee (see 5.12)

   In order to facilitate change it is important for each member of the steering committee to understand all the parts of the plan.

   Strategies: (sample)

   a) Prepare list of all tasks with explanation of each for first meeting.
   b) Send prepared statement of purpose and plan to members ahead of time.
   c) Arrange an abbreviated workshop similar to this one to teach skills to task force members.

2. Determine size and nature of problem. (see 5.13)

   a) Utilize info from Section 1.
   b) Use local sources for information: newspapers, local employers, students, work experience coordinators.
   c) Use follow-up surveys from graduates.

3. Select a set of competencies which are appropriate for your situation. (see 5.14)

   Strategies:

   a) Check other schools in area with competency-based career education programs.
   b) Have task force choose one set which they deem appropriate.
   c) Ask parents, teachers, students.

4. Analyze curriculum for weaknesses in the delivery of identified competencies. (see 5.16)

   a) Poll teachers, counselors for competencies delivered in their courses.
   b) Read course descriptions.
   c) Ask students where they learned specific competencies.

5. Identify community resources available and processes to utilize their help. (see 5.17)

   a) Ask community member on task force to chair a sub-group to generate resources.
   b) Ask teachers what kinds of experiences they would like to see for their students. (Also, ask students and parents.)

c) Address local organizations and seek their assistance in locating resources.

6. Recommend changes in present curriculum based on collected data. (see 5.18)

a) Decide most propitious way to make recommendations considering population, in-house politics, etc.
b) Supply resources for implementation of changes (e.g. modules on Planning Pre-Employment Programs by Joyce and Marvin Fielding)
c) Document recommendations and request needed accompanying resources (time, money, materials) to afford change process.

ACTIVITY 5.2 - Tasks and Timelines

Directions: You are to complete the following set of tasks by filling in the spaces with statements and information appropriate for your work situation. This is a working plan and will probably have to be modified at a later date.

5.21 Statement of purpose (Goal): _____

_____

_____

5.22 Steering Committee: formed when (date) _____

2.1 Select members (when) _____

2.2 Set meeting dates _____

2.3 Approval of _____ date _____

2.4

5.23 Tentative set of tasks steering committee will do.

3.1 _____ date _____

3.2 _____ date _____

3.3 _____ date _____

3.4 _____ date _____

5.24 Student (young adult) competencies in priority to be addressed:

4.1 _____ 4.5 _____

4.2 _____ 4.6 _____

4.3 _____ 4.7 _____

4.4 _____ 4.8 _____

5.25 Assessment of current curriculum

5.1 _____

5.2 _____

5.3 _____

5.4 _____

5.26 Recommended set of strategies (Tentative only)

	Tasks (what)	Time (when)	Talent (who)
6.1			
6.2			
6.3			
6.4			
6.5			
6.6			
6.7			
6.8			
6.9			
6.10			

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

Revised May 1978

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will make improvements in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives expressed the training needs that I would have stated.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

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35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler